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ABSTRACT

Presented is the first year evaluation of the National State Leadership Training Institute for the gifted and talented (N/S-LTI-G/T). Sections provide information on the background and purpose of the LTI and the report, the general evaluation plan (including research design and integrated analysis plan of the LTI), planning and early operational phase activity of the N/S-LTI-G/T (including planning phase activity, and management of the operational phase of the LTI by objectives), organization and implementation of the first summer institute (such as program objectives and organizational structure), interviews with cognizant LTI personnel (including their planning role in the summer LTI and impressions of the summer LTI operation), and conclusions and recommendations. The following evaluation findings are highlighted: the program objectives were satisfactorily met during the LTI's first year, the overall effectiveness of the organization and management of the LTI was very well received by the participants, each participating team developed a state plan during the institute, and the expectations generated by the LTI participants were generally met during the institute. (DB)

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SILVER SPRING, MARYLAND

Evaluation of the National/State Leadership Training Institute on the Gifted and Talented

Final Report

by

P. Plantec & J. Hospodar

26 October 1973

Prepared Under Contract G-154
for the Office of the Superintendent of Public Instruction
of the State of Illinois
Springfield, Illinois 62706

EC100008

FOREWORD

This report presents the first-year evaluation of the National/ State Leadership Training Institute on the Gifted and Talented. The data presented in the First, Second and Third Interim Reports were combined to describe the evaluation design of the project, to outline the management and planning of the LTI and to include the results found from the implementation of the first Summer Institute. The text from these three reports has been integrated to form a cohesive final evaluation report.

The opinions expressed in this report are those of Operations Research, Inc. They do not necessarily reflect the opinions of the U.S. Office of Education, the State of Illinois, or any other agency(s).

ACKNOWLEDGMENTS

ORI would like to formally express its appreciation of the support given to the LTI evaluation team by the U.S. Office of Education (USOE), the State of Illinois, the LTI Director and staff, the Ventura County Schools, the Associate Directors and Executive Advisory Committee, several ROE personnel and the participating state teams present at the Summer Institute. We regret that all of these people cannot be named because this project has been characterized by dedication, expertise, and a readiness for open communication that are not commonly encountered by an "outside evaluator."

From the USOE, Dr. Hal Lyon, Director of the Office of Gifted and Talented, and Mrs. Jane Williams, Deputy Director of the Office of Gifted and Talented, have provided assistance and information in ORI's evaluation efforts. Dr. Michael Bakalis, the Superintendent of Public Instruction from the State of Illinois, has been extremely receptive to our reports and concern about the progress of the LTI. Also, Dr. Dave Jackson, the Executive Director of the N/S-LTI-G/T and presently the Director of the National Clearinghouse on Gifted and Talented, has been consistently available to review all of our interim reports providing comments and suggestions before final submission. Mrs. Lu Hutchison Runneles, formerly an administrative officer to the State of Illinois and Dr. James Wilson, Associate Superintendent of the Department of Planning and Management, have given their time and interest to ORI's needs.

The Office of Superintendent of Schools of Ventura County, California, has been extremely cooperative in providing information to ORI on the LTI planning

efforts. Specifically, Dr. James Cowan, the Superintendent of Ventura County Schools, Dr. Robert Ponce, Director of Secondary Education for Ventura County Schools and Mrs. Mary Chapman, the administrative officer for Ventura County Schools, were very helpful in answering specific questions about administrative details involved in the planning of the LTI.

Mr. Irving Sato, the LTI Director, has worked closely with the study team, providing information on the planning and operation of the LTI and reviewing all interim reports before final submission. Ms. Bonnie Cox, Mr. Sato's former secretary, also provided continuous assistance in sending information necessary for our evaluation purposes.

The associate directors were:

- Ms. Jeanne Delp
- Dr. Marvin Gold
- Mr. Robert Radford
- Mr. William Vassar.

Each provided information on their role in the planning efforts and gave opinions on the organization of the LTI.

Those members of the Executive Advisory Committee providing information to the ORI team were: Ms. Angela D'Aversa, Dr. James Gallagher, and Dr. Ruth Martinson.

The ROE people contacted were Mrs. Ellen Lyles, Mrs. Mary Ann Farris, and Mr. Roger Ming. They, too, gave insight into the organization and implementation of the first Summer Institute.

The ORI study team was headed by Mr. Peter M. Plantec, associate program director for educational research and evaluation. His primary tasks included management of the contract, forms design, and technical support to the evaluation. Ms. Joyce Hospodar, research analyst, had primary responsibility of the day-to-day tasks of the project, questionnaire development, data reduction and handling, and is the principal author of this report. Mrs. Gloria Boger, division secretary, was responsible for the typing, formatting of tables, and editing of this report.

SUMMARY OF THE EVALUATION FINDINGS

PURPOSE

The National/State Leadership Training Institute on the Gifted and Talented (N/S-LTI-G/T) was established to initiate and/or improve programs for the gifted in the states. As part of this, the first National Summer LTI was designed to develop in each participating state, a team which would be trained to administer programs for gifted and talented children and youth in their respective states.

BACKGROUND

The first Summer LTI was held in Squaw Valley, California, from July 8 to 20, 1973, with 17 states, 1 region and 1 foreign national team attending. A total of 79 individuals were present.[1/] (See Table on following page.)

Summer LTI Participants

School administrators and teachers predominated the make-up of the LTI participants with consultants and coordinators for the gifted closely following. A small percentage of the population were state administrators and parents. Over 10% of the participants, however, had no prior experience with the gifted prior to attending the Institute.

Summer LTI Core Staff

Recognized "experts" in the field of the gifted were used as the training session leaders during the Institute. They were available to the LTI participants for guidance and instruction throughout the entire Institute at arranged times.

1/ States here include territories, the District of Columbia, as well as each state member.

STATE TEAMS ATTENDING THE SUMMER LTI

STATE	REGION	NUMBER OF PARTICIPANTS
Alabama	IV	5
Alaska	X	4
American Samoa	Territory	2
Arizona	IX	5
District of Columbia	III	5
Florida	IV	4
Guam	Territory	2
Maryland	III	6
Massachusetts	I	5
Nebraska	VII	4
Nevada	IX	5
New Jersey	II	4
Oregon	X	3
Pennsylvania	III	4
South Carolina	IV	5
South Dakota	VIII	5
Texas	VI	3
Illinois	Regional Team V Represented	2
Minnesota		2
Ohio		2
COUNTRY		
Canada		2

EVALUATION FINDINGS

The program objectives outlined for the LTI core staff, for the LTI participants, and for the project as a whole (this includes planning and implementation objectives) were satisfactorily met during the N/S-LTI-G/T's first year.

Specific program tasks were established by the LTI Director and staff during the early planning operation of the N/S-LTI-G/T for the core staff attending the Institute, for the state participants, and for the project as a whole (planning and implementation).

The core staff or the people leading the training sessions were required to touch on specific topics in their discussion sessions during the Institute. The data collected from the participants' questionnaires and session evaluation cards indicate that they were quite satisfied with what they received.

Writing a state plan, becoming familiar with the types of resources available and plans for follow-up activities were the general objectives outlined for the LTI participants. Through their two weeks of participation at the Institute, the first two objectives were clearly accomplished. Effectiveness of follow-up activities by the participants cannot be completely evaluated at this time. It has only been a short while since the close of the Institute. More data will be available after the proposed 6-9 month follow-up planned by the evaluation team is conducted.

There were program objectives outlined for the planning of the LTI and for its implementation. In regard to the planning, the objectives were somewhat hampered by the slow funding process that developed. The hiring of an assistant for the LTI Director failed, and the outside evaluator did not get funding until 2 months after the planned date. Effective communication channels were developed, however, during this time with ROEs, SEAs and the Federal agency. Consultants were also available to people around the country who needed assistance.

The fact that the first Summer LTI got off the ground clearly satisfies one of the main objectives in implementing the N/S-LTI-G/T. In addition, the development and publishing of five working papers dealing with the gifted and talented was also accomplished. The objective of disseminating the information for more public awareness and consciousness cannot be measured directly. Indirect indicators may be used after the final products of the publications are produced and distributed, and all other information channels have been operative for 6-8 months.

The overall effectiveness of the organization and management of the LTI was very well received by the participants.

An overwhelming 93% of the participants felt that the organization and management of the Summer LTI was fully effective in terms of their needs.

Access to resources such as current materials, recognized experts in the field of the gifted, etc., provided a positive feeling of growth and accomplishment to the participants.

Each participating team developed a state plan during the Institute.

Each team participating in the Summer LTI developed a written state plan on program guidelines needed for gifted and talented children in their state. Presently there have been 15 states which have submitted final working plans to the LTI Director. It is anticipated that all state teams will submit a final product.

The expectations generated by the LTI participants were generally met during the Institute.

Major expectations of the LTI participants were documented during the first few days of the Institute. They were categorized under the three main objective headings: expectations relating to state plan; expectations relating to resources; and expectations relating to follow-up. Ratings of the quality and the importance of each of the items evaluated indicate that the group was reasonably satisfied with what was presented. The areas which need more coverage are teacher training and identification procedures and awareness of more program planning alternatives.

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I. INTRODUCTION

BACKGROUND

The USOE Commissioner's Report to Congress (Education of the Gifted and Talented: Report to the Congress of the United States, 1971) recommended that national leadership training institutes be held " ... to upgrade supervisory personnel and program planning for the gifted at the State level." The National/State Leadership Training Institute for the Gifted and Talented has been set up specifically to meet this recommendation through the following objectives:

1. To establish and maintain a working communication network among Central Office of Education, Regional Offices of Education, State, and local educational agencies.
2. To formulate and initiate regional team activities involving unique planning and program development for the gifted and the talented.
3. To train selected individuals both nationally and regionally at regular training institutes or workshops (of sufficient duration).
4. To develop, reproduce, and disseminate some appropriate documents, publications, and media products on the gifted and the talented through N/S-LTI-G/T-sponsored workshops and institutes.
5. To increase public consciousness, awareness, and knowledge about the gifted and talented.

As a major means of accomplishing these objectives, three two-week Leadership Training Institutes (LTIs) are scheduled to be held during three consecutive summers beginning in Summer 1973. Each LTI will train five persons from each of the 10-16 participating States each summer. Faculty and consultants will be hired to lead these Summer LTIs.

The N/S-LTI-G/T is being funded by HEW/USOE through EPDA funds to the Office of the Superintendent of Public Instruction of the State of Illinois. The contract is in the process of being transferred to the Ventura County Schools, Ventura, California, for the next year.

PURPOSE AND CONTENT OF THE REPORT

The N/S-LTI-G/T calls for an evaluation of the planning and management of the first Summer LTI and for an evaluation of the Institute's effectiveness in stimulating State-level support for programs for the gifted and talented.

Section II of this report outlines the general evaluation plan proposed for use during the first year of the LTI. Deviations from this original plan will be documented as the process is explained. Topics included are:

- The research design employed during the study
- A description of the information sources, their uses, and the data collection procedures
- The integrated analysis plan of the LTI
- The analysis plan of the Post-Meeting Reaction Sheet (PMRS).

Section III presents the information gathered on the planning and early operational phase activity of the LTI. This includes the analysis of the PMRS and the Agency-LTI Assistance FOCI Sheet. Detailed topics include:

- What progressive steps were taken in structuring and organizing the plans necessary to conduct the first Summer LTI
- A description of the purpose of the PMRS and the FOCI sheet indicating how they were both used in the planning stage activity
- A discussion of the operational objectives of the LTI indicating how and if these objectives were met
- A description of the communication link-up among the LTI personnel, ORI and the funding agency.

An analysis of the organization and implementation of the first Summer LTI is presented in Section IV. Topics discussed are:

- The broad program objectives outlined for implementing the LTI
- Background information on the states and the people participating in the first Summer Institute
- A discussion of the responses received from the participants on:
  - —Whether they were adequately informed about the LTI
  - —How they received the information
  - —What specific goals they aimed to achieve by attending the Institute
- The organizational structure of the LTI
- The evaluation of the LTI training sessions
- Final opinions expressed by the LTI participants concerning various aspects of the LTI.

Section V includes a summary of the responses received from the people interviewed by the ORI staff.

Section VI presents the conclusions and recommendations for each phase of the LTI that has been evaluated.

II. GENERAL EVALUATION PLAN

RESEARCH DESIGN

ORI was granted a contract to evaluate the planning and management of the first Summer LTI and to evaluate the Institute's effectiveness in stimulating State-level support for programs for the gifted and talented. A description of the method in which we proposed to do the study is described below, citing deviations from that plan.

Study Objectives

Evaluation of Summer LTI Planning and Management. The effectiveness of the N/S-LTI-G/T management and planning was originally designed to be assessed through analysis of the "Post-Meeting Reaction Sheet" (PMRS), staff interviews, observations by the evaluation personnel who attended the Summer LTI sessions, and analysis of the sessions' immediate impact on the participants as revealed by the pre and post on-site surveys. However, two other sources of information were added to better assess the effectiveness of the management and planning. They were (1) the Agency-LTI Assistance FOCI Sheet, and (2) the N/S-LTI-G/T data files. The information gained from these sources was fed back to help improve planning and management of the 1974 LTI. ORI and the N/S-LTI-G/T staff were required to work very closely on this part of the evaluation.

Evaluation of the Summer Institute. ORI's proposed approach to evaluating the Summer Institute was to be heavily based on attitude surveys, supplemented by direct observation of the Institute. ORI elected to study attitudes because attitude is exactly what LTIs are designed to alter, through education. Actual effects on programs are indirect effects, dependent upon success of the LTI engendering

or strengthening leadership tendencies and political sophistication while providing better means of action through ideas and materials. Effects on programs are, however, the ultimate concern, and they can be estimated with reasonable accuracy if we allow the participants in the Summer LTIs to make the connection between the LTI experience and their program support action. There were two kinds of attitude surveys originally proposed to develop a data base as the base for evaluating Institute effectiveness. Phase I of the analysis (the only Phase covered by the present contract) was to conduct a short survey of participants at the beginning and the end of the Summer LTI as a means of assessing the immediate influence of the experience. The second survey, or Phase II of the analysis, is designed to determine what lasting impact the Summer LTI has on attitudes and support to programs for the gifted and talented. The respondents will be asked to specify connections, if any, between the LTI and their actions since the LTI.

The Stated Objectives

These opinion surveys were to address five evaluation topics:

- Summer LTI impact on participants' insight into the needs and aims of the gifted and talented
- Summer LTI impact on participants' insight into the politics of decision-making in education
- Effect on including high school students among the Summer LTI participants: (a) amount of student input and (b) impact of student input on adults
- Impact and use of models and materials disseminated at the Summer LTI
- Summer LTI impact on strength of State programs for the gifted and talented.

The evaluation team worked very closely with the N/S-LTI-G/T staff analyzing these topics to develop the required questionnaires.

Target Population

Representatives of 5-man state teams from approximately 17 states, 1 region, and 1 national team, were the target group for evaluation. Table 1 shows the criterion the N/S-LTI-G/T requested for the make-up of these state teams. In practice, the teams included a Regional Team (V) and several other deviations from the 5-man plan.

Research Methodology

For Phase I of the study, the ORI staff was on-site for the entire Summer Institute. At that time we conducted the two short surveys, one at the beginning of the Institute and the other at the end of the sessions. Data from the first of these surveys was to be encoded, edited, processed through telephone link-up to ORI's computer facility, and analyzed on-site in

TABLE 1

COMPOSITION OF THE N/S-LTI-G/T

Full-Time Participants	Part-Time Participants (Sunday-Wednesday)
1. State Team • SEA G/T director • LEA (including county offices, school districts) representative • Two more to be chosen from the following: —College or university —Parents —Private sector —State or local school board	1. State Team • SEA decision-making level officer • Optional team member —Legislator (state or Federal) —Governor's staff member —Well-known gifted and talented adults
2. Regional Team • ROE staff • Individuals to become regional LTI trainers	2. Regional Team • Representative from sponsoring agency

a matter of hours, so that the information could be used by the LTI staff quickly, perhaps on the following day. In addition, the LTI Director requested individual session audits as a means of upgrading the presentations in process. This was accomplished by ORI using specially-designed evaluation booklets containing mini-questionnaires for each session. It was found that hand tabulating the forms with the aid of new micro-computers was easier than remote computing because it required less encoding time and it would have taken longer to code and then de-bug computer programs. The "post" survey results were also done on the new micro-computer. Even though ORI did not employ the standard data processing procedure, the new procedure offered the same fringe benefits.

- It helped the LTI staff get the desired results from the Institute (through the initial survey, which monitored personal responses early) by providing information feedback for on-site program adjustments.
- It helped to provide closure to the experience for participants since they were asked to look at the Institute's effects on them in a structured way at the end. Survey results were not shared formally with the participants as originally planned. If participants happened to ask what the results were, we shared some of the findings informally.
- It eliminated data lag as a cause of delay in planning the second Summer LTI.
- It allowed ORI to reduce the number of "open-ended" questions in the post-LTI questionnaire, by basing actual questions asked, on responses given in the pre-LTI questionnaire.

The second part of the evaluation, or Phase II of the study, is necessary to determine what lasting <u>impact</u> the Summer LTI has had on attitudes and on support to programs for the gifted and talented. The respondents will be asked to specify connections, if any, between the LTI and their actions since the LTI. A longer questionnaire will be mailed to the adult participants in the first Summer LTI 6-9 months after its completion. The actual timing of the follow-up has not yet been set.

INFORMATION SOURCES, THEIR USES AND DATA COLLECTION PROCEDURES

There were seven major sources of information that were proposed to be used to assess the effectiveness of the Summer LTI. They were:

- Pre and post questionnaire responses
- Review of oral feedback sessions
- Review of Session Evaluation Cards

- ORI observations of sessions
- Interviews with LTI staff and participants
- Post-Meeting Reaction Sheet
- LTI data files.

However, some modifications were made in coordination with the LTI Director. These were generally done because of existing conditions and changes in the program. All changes were planned to either maintain or upgrade the quality of the evaluation as a whole. As a result, a cancellation or revision of some of these methods was necessary. An outline of each of the proposed information sources is described indicating its original use and proposed data collection plan. Changes are noted where they occurred. A discussion of other information sources not previously mentioned is also described.

Pre and Post Questionnaires

These questionnaires were proposed to collect attitudinal data from all participants attending the Summer LTI. Items covered background in education of the gifted and talented, expectations of the Institute, reactions to the content and environment of the sessions, etc. Examples of the forms can be found in Appendix A.

Use. Responses to the questions on the pre questionnaire were used to establish a base-line profile of participants. This information was used by the LTI staff not only to plan minor adjustments in the content of some presentations, but also to adjust their thinking to match the level of sophistication indicated in the questionnaire responses. In addition, the ORI staff categorized and tabulated the expectations of the participants for use on the final questionnaire. The purpose was to determine how well expectations were met by the Institute. ORI was to provide one-day turnaround of data to both participants and the LTI staff in order that this may be done. However, it took a three-day turnaround to tabulate the data and the data was only shared with the LTI staff. No time was pre-arranged for the ORI staff to provide feedback information to the participants.

The final questionnaire was primarily used to prepare a report on the performance of the Summer LTI and to upgrade the planning of the next LTI. It was also proposed that some findings might be given to the participants during one of the closing sessions. This technique was intended to promote a sense of cooperation and unity between the participants and staff in the last two days. This unity was expected to aid in motive retention; however, because of the intense Institute schedule, this was not possible.

Data Collection Procedures. ORI was on-site for the entire Summer Institute. During this time the survey forms were handed out to the participants—one at the beginning of the Institute and the other at the close. The Pre-Institute

Reaction Sheet was included in the registration packet given to each participant. We performed follow-up activities by personal request and telephone on-site to deliver and collect the questionnaire forms from a "captive audience." A mail follow-up was also employed for the Post-IRS once the Institute was over.

Oral Feedback Sessions

Oral feedback "rap" sessions were originally planned throughout the Institute at pre-scheduled times in groups of 12 approximately 15 minutes in length. They were to occur during times when no sessions were scheduled. All participants were to be encouraged to attend.

Use. ORI believed useful recommendations would develop out of these rap sessions. They may have had use in modifying content and format of the on-going sessions. The information may have also provided long-range planning ideas for the next Summer LTI.

Data Collection Procedures. All sessions were to be tape recorded by an ORI staff member. The staff would review the content of the sessions and provide immediate feedback to the LTI staff and participants. Also, all sessions were to be documented with a written summary and used in the final analysis.

These sessions were deleted from the Institute program, and thus were never formally employed by the LTI staff. ORI was aware that participants held their own "rap" sessions, possibly during the social hours or free time, but no documentation of the discussions was possible.

Session Evaluation Cards

In order to maximize the full potential of using instant feedback to monitor the perceived quality of the LTI, ORI developed a methodology for auditing each session on several subjective indexes associated with participant satisfaction. This methodology had to be modified because of session schedule changes. The new method has weaknesses.

Use. A subjective impression of the content, atmosphere, speaker, and format of each session can be very important information when doing an evaluation. ORI staff members were not able to attend each session because more than one or two were going on at the same time. Because of this we developed a "session evaluation card" booklet which provided us with key information (see sample in Appendix A). One card from the booklet was to be completed by the LTI participant immediately after each session. ORI was to review selected session cards (designated by the LTI Director) and provide on-site feedback to the LTI staff to be used in sizing up the general temprament of the participant population.

Data Collection Procedures. All discussion sessions during the two-week Institute were originally to have been given a number. Session evaluation cards were to be placed in each session room with the appropriate session

number on each. The LTI participants were to be asked to fill out a card as soon as the session was over. An ORI staff member would then have collected the cards and started the immediate processing. The tabulation of information would have been directed to the LTI staff as soon as possible.

The actual evaluation of individual sessions presented several methodological difficulties which were never resolved to ORI's full satisfaction. The original plan of sessions did not indicate simultaneous sessions on different subjects, and did indicate that each session was to have an ID number. In addition, ORI was instructed that all participants would be required to attend all sessions and attendance would be taken. This approach was ideal from the evaluation standpoint because of the inherent accountability. Nevertheless, upon arrival at the Institute site the staff discovered a number of changes which complicated the evaluation task. They were:

- Simultaneous sessions on several topics were added to the schedule
- ID numbers were not used to identify sessions
- Attendance was not recorded at most sessions.

First, ORI had the session evaluation cards bound together for ease of handling by the participants. Each participant was assigned a code identification number which was stamped on each of the session cards to avoid the use of having the participants place their name on the information sheets. The ID was required for the purpose of following up nonrespondent participants. The approach proved successful only during the first few general sessions in which attendance was known. As stated, no session numbers were assigned to the training sessions. Thus, only the location of the meeting and the name of the session leader could be used to identify which session an individual had attended. The participants were consequently asked to place the data and session leader's name on each card for identification purposes. This proved inadequate.

ORI Observation at the LTI

Each ORI staff member attended approximately 20% of the sessions scheduled during the two-week period. We originally designed evaluation guidelines to use in reviewing each session. Our information was to be incorporated with the participants' session evaluation cards and fed back to the LTI staff and participants.

Use. The major use of this device was to provide the ORI evaluation team with a feeling for the quality of presentations and the environment. Our observations were to be used to gain an understanding of the participants' view of the sessions. All information was to be used in the interpretation of findings.

Data Collection Procedures. As mentioned before, ORI originally established guidelines to review the LTI sessions. A staff member was to be present at selected sessions and had planned to use the guidelines as a method of observation. The staff found, however, that each of the sessions varied considerably. For instance, the size of the sessions varied, a session was sometimes repeated twice or three times during the day, or the structure of the sessions varied. We found that the developed guidelines did not suit the sessions and decided to omit the use of them. The team observed the sessions subjectively and disregarded any use of a session evaluation guideline.

Interviews with LTI Staff and Participants

ORI elected to use a partly unstructured interview technique to interview the LTI staff and participants. Personal interviews provide spontaneous responses which possibly yield different information than that received on a questionnaire.

Use. The interviews with the LTI staff and participants were designed to provide the ORI team with a better idea of the feeling and attitude they all shared about the Summer Institute. The information would also provide a better means of understanding the project when it came time to write the final report. Also, people might feel more free to express themselves openly in conversation, than when expressing their ideas on paper.

Data Collection Procedures. ORI planned unobstrusive interviews with the staff and participants during the two-week session. No specific schedule was designated. The interview findings were to be documented and incorporated into the other dynamic feedback reports.

The ORI team randomly interviewed approximately 20% of the LTI participants at the Institute during socializing hours, ie.e., meals, recreational activities, etc. They were unstructured interviews which encouraged the participants to be open and free to express their opinions on a number of topics.

The ORI staff interviewed the LTI staff informally during the LTI and from their home offices after the close of the Institute. The results indicated that people had more time to carefully consider the LTI while away from the intense schedule they had to comply with. A copy of the interview guidelines used can be found in Appendix B.

ASSESSMENT OF STAFF PLANNING AND MANAGEMENT

As stated previously, the analysis of the Summer LTI also called for an evaluation of the effectiveness of staff planning of the Summer LTI and on assessment of the management of the project. The effectiveness of the N/S-LTI-G/T management and planning was originally to be assessed through analysis of the PMRS, the information available from the LTI files, and a combination of the five information sources described above. However, the Agency-LTI Assistance FOCI Sheet was also found to be an important device

used in the planning stages. The information gained from each of these sources was analyzed to provide feedback to help improve planning and management of the 1974 LTI. A description of the uses and data collection procedures for the PMRS, the FOCI Sheet and the LTI files follows.

Post-Meeting Reaction Sheet

The PMRS was filled out by State education people attending the area meetings during the planning phase of the LTI. They suggested needs and ideas that could be used by the N/S-LTI-G/T (see page 21).

Use. ORI planned to use the data from the PMRS to assess the planning and management of the LTI. The responses were to be compared to the ideas received from the LTI participants' questionnaires, specifically, their needs and expectations from the Institute.

Data Collection Procedures. The LTI Director sent the PMRS forms to ORI. However, only two cities returned the PMRS forms. Further discussion about the PMRS can be found in Section III, page 35.

Agency-LTI Assistance FOCI Sheet

The FOCI Sheet was filled out by people who wanted to input ideas into the planning of the LTI.

Use. This form was used to gather planning ideas for use in the design of the first Summer Institute.

Data Collection Procedures. The LTI Director tabulated the responses gathered from this form and sent the data to ORI. A copy of the responses can be found in Appendix C. The sampling procedures used were somewhat less than scientific, but may be justified on philosophical grounds.

LTI Data Files

ORI made a visit to the LTI headquarters in May 1973, to collect relevant data on the planning phase of the Summer Institute and to become familiar with what information might be available.

Use. The information found was used to expand the assessment of the planning phase activity of the Summer LTI.

Data Collection Procedures. Preliminary data was collected during the visit to the LTI headquarters. Subsequent data, however, was needed. ORI requested the information at appropriate times. The types of data sources used were numbered memoranda sent to the SEAs and ROEs, LTI progress reports, memos from meetings of the associate directors and the Executive Advisory Committee, and program objectives outlines and schedules established by the LTI Director and staff.

INTEGRATED ANALYSIS PLAN OF THE LTI

The proposed overall evaluation of the N/S-LTI-G/T is based on an analysis of information from the sources mentioned in the previous section. The two general goals of this analysis are:

- To assess the effectiveness of the early planning phases of the N/S-LTI-G/T
- To determine the immediate impact of the LTI upon the participants.

Figures 1 and 2 summarize the data flow involved in performing these two goals.

An operations analysis of the procedures used in the planning months was also proposed to be undertaken. Existing procedural documentation was used to construct a process description matrix. ORI analysts studied the LTI process and attempted to identify the strong and weak points in the organization. The following points were proposed to be assessed:

- Management - State
- Management - LTI
- Organizational responsibility distribution
- Communications (internal)
- Effective use of external communications
- Effectuve use of manpower
- General approach
- Budget adequacy.

The proposed assessment of the Summer Institute itself was based primarily on four major inputs:

- Rap sessions
- Staff interviews and session observations
- Session evaluation cards
- Questionnaires.

However, as previously stated, rap session were deleted from the Institute and thus were not used as a major input to the evaluation. The three remaining data sources were used.

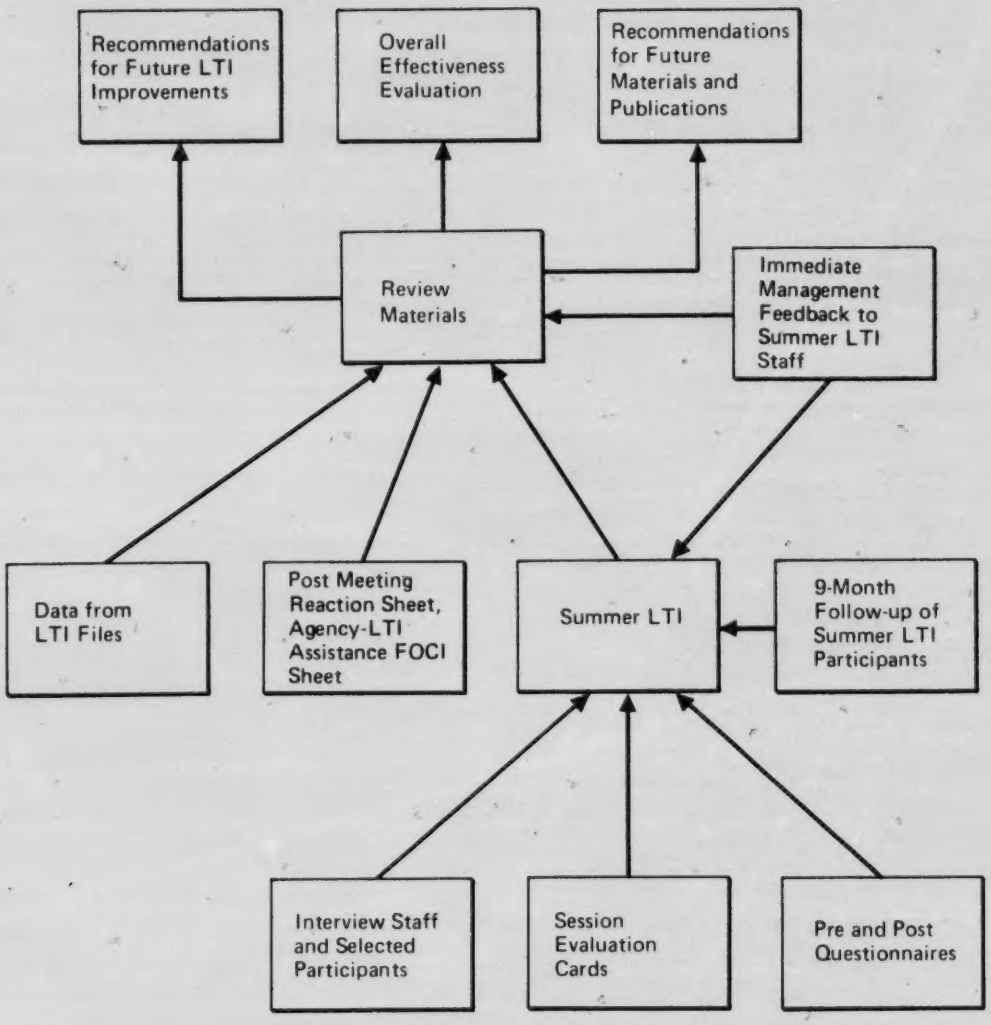
Recommendations for Future LTI Improvements
Overall Effectiveness Evaluation
Recommendations for Future Materials and Publications
Review Materials
Immediate Management Feedback to Summer LTI Staff
Data from LTI Files
Post Meeting Reaction Sheet, Agency-LTI Assistance FOCI Sheet
Summer LTI
9-Month Follow-up of Summer LTI Participants
Interview Staff and Selected Participants
Session Evaluation Cards
Pre and Post Questionnaires

FIGURE 1. EVALUATION OF LTI PLANNING AND MANAGEMENT PHASE

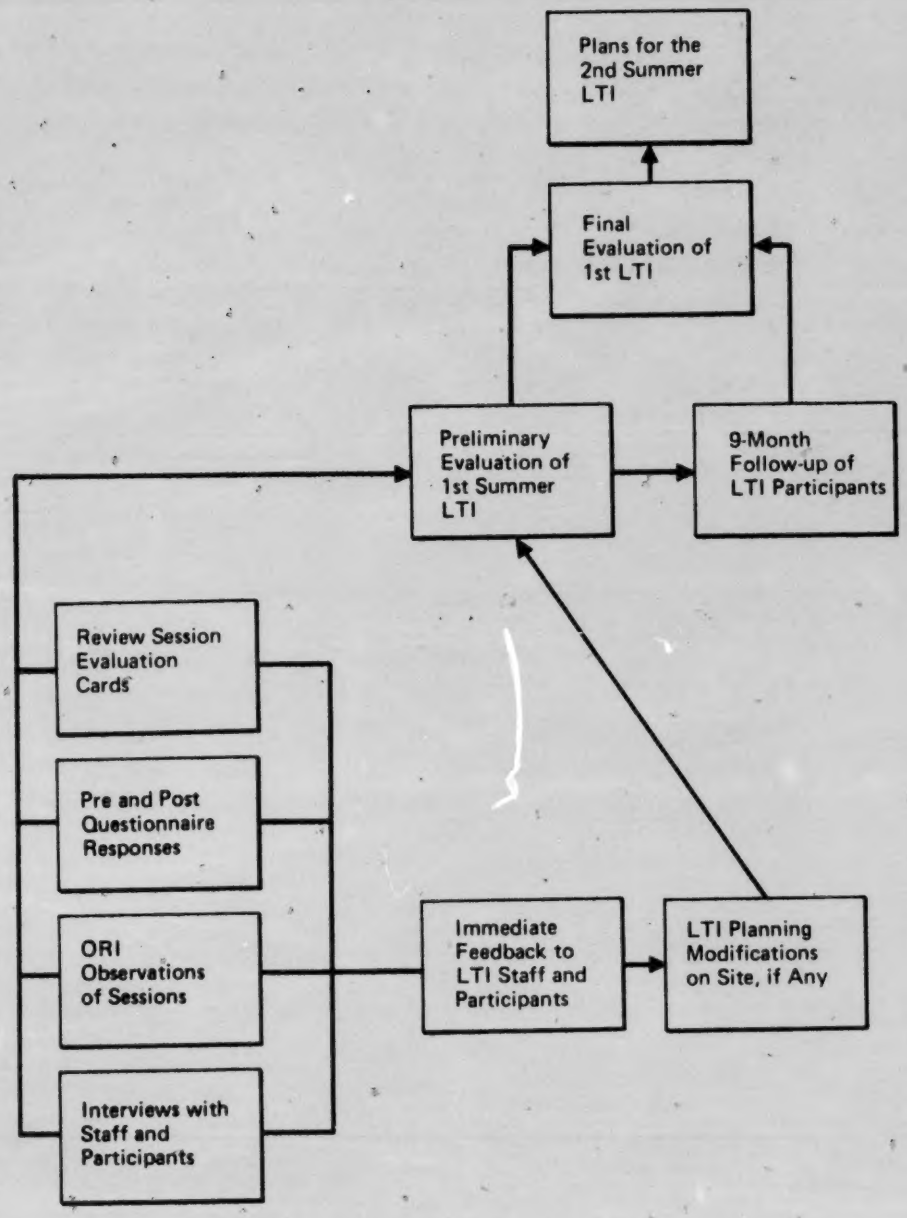
Plans for the 2nd Summer LTI
Final Evaluation of 1st LTI
Preliminary Evaluation of 1st Summer LTI
9-Month Follow-up of LTI Participants
Review Session Evaluation Cards
Pre and Post Questionnaire Responses
ORI Observations of Sessions
Interviews with Staff and Participants
Immediate Feedback to LTI Staff and Participants
LTI Planning Modifications on Site, if Any

FIGURE 2. EVALUATION OF SUMMER LTI

Staff Interviews and Session Observations

In an attempt to assess the internal workings of the Institute, ORI, as previously stated, interviewed the staff after the close of the Institute. These interviews were intended primarily for the ORI staff writing the final report as a means of obtaining the in-depth understanding required to interpret collected data.

The observation of training sessions was also intended to provide writers with insight into the collected data, particularly the session evaluation cards.

Session Evaluation Cards

In order to get the necessary data to perform useful analysis on individual training sessions, ORI elected, (in cooperation with the LTI staff), to use session evaluation cards. As previously mentioned, the cards were filled out by individual participants, after each session. Although this placed a burden on participants, it was felt that the cards were justifiable for the first year.

Analysis of the cards was done in two progressive steps:

- Instant tabulation of selected sessions as part of ORI's dynamic feedback loop
- Aggregate tabulation of all training sessions for the overall evaluation.

Instant Tabulation. ORI assigned scale values to the modified Likert-type scales and proposed to tabulate mean values and standard deviations. This tabulation was to be accomplished within several hours of the data collection. Five quality categories were established and were to be monitored on a daily basis. They were:

- Quality of presentations
- Quality of environment
- Social atmosphere
- Quality of materials
- Overall satisfaction with session.

Mean session scores and variance interpretation were to be fed back to the session leaders, while overall daily means were to be plotted graphically so that the LTI staff could see changes in these five important areas. The LTI

Director and staff chose 7 sessions to be evaluated by instant feedback information. The data were tabulated by percentage response to each category rather than means and standard deviations in order to provide more diagnostic information to the staff. Two reports were written, typed and presented on a "next day" basis to the LTI Director.

Aggregate Tabulation. ORI, for the final first year evaluation, tabulated the five grand means and standard deviations, and prepared an interpretation based on the above trend analysis and the overall variance in scales.

The real value of this methodology was that it provided a running record of the perceived effectiveness of the Summer LTI throughout its course. The trends identified by the process were interpreted by the evaluation staff on the basis of their extensive interviews and session observations. See Section IV, page 78 for outcomes.

Questionnaires

Perhaps the most formal aspect of this evaluation was the use of pre- and post-institute reaction sheets. These questionnaires were designed to collect baseline I.D. information, initial attitude references, expectations for the LTI, and final impressions.

The Pre-Institute Reaction Sheet (Pre-IRS). ORI prepared frequency/percentage distributions for the various responses to the open-ended questions presented. This was accomplished by categorizing responses into eight to ten reasonably specific description units and tabulating the number of responses falling into each category. Comments and recommendations were tabulated in the same way.

A simple analysis was planned in which the prevelant incoming attitudes were described, and selected associated comments were quoted in order to give the reader a useful perspective of the categorization process.

The Pre-IRS was to be analyzed within one day of final collection of the forms. It took ORI three days to complete the analysis. This analysis was used as a part of the dynamic feedback loop as well as part of the final report.

Post-Institute Reaction Sheet (Post-IRS). The Post-IRS was designed to capture the final impressions of Institute participants, after they had completed their major tasks. The questions were primarily precoded multiple choice or scaling units which not only facilitated completion of the forms, but also their tabulation.

The proprietary motivation scaling technique used in Question 1 of the Post-IRS (see Appendix A) serves several functions:

- An index of satisfaction with various aspects of the Institute
- A measure of the relative incentive value of the various aspects of the Institute
- A weighted estimate of the overall satisfaction with the Institute.

Methodology—Scaling Human Motivation. Because motivation constructs such as needs, importance and satisfaction are all continuous variables, they are difficult to quantify in a questionnaire. However, psychological scaling techniques, such as those used by Thurstone[1] can be used to operationally define these constructs.

The two-part scale used in this survey was especially designed to construct a motive/incentive profile for the participants in the Institute. The profile consists of a number of motivation factors related to the Institute which were rated on two scales, one for perceived quality and the other for importance. The quality scale quantifies the perceived amount of satisfaction the individual felt for each identified aspect of the Institute, relative to all other aspects. The score on this scale not only gives magnitude but direction to a person's probable activity if this were the only variable to be considered, i.e., plus values indicate satisfaction, minus values indicate dissatisfaction. However, the individual considers many other variables (aspects) simultaneously by degree of importance.

The importance scale is used to weight each aspect of the Institute relative to all other aspects being considered. For example, although a person may find the environment of very high quality, he may score it as having a very low importance to him because of his basic task orientation. In this case, his incentive for participation would be based primarily on other factors. The responses on the two scales are combined according to an index matrix developed by ORI. The range of scores is between -10 and +10 (see Figure 3). The theoretical basis for the scales is related to Kurt Lewin's field theory.

Brief Description of Items 2-14 on the Post-IRS. In Question 2, ORI listed categories developed from the Pre-IRS. The purpose of the item was to determine expectancy gratification as an index of institute success. Mean values were tabulated and interpreted as a grand mean above zero indicating

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[1] L.L. Thurstone and Ernest J. Chave, Measurement of Attitudes, Chicago: University of Chicago Press, 1948.

Attraction Scale		Weighted Values				
Very Good	+2	2	4	6	8	10
Good	+1	1	3	5	7	9
Barely Acceptable	0	0	0	0	0	0
Poor	-1	-1	-3	-5	-7	- 9
Very Poor	-2	-2	-4	-6	-8	-10
		1	2	3	4	5
		IMPORTANCE SCALE				

FIGURE 3. MATRIX OF LOCOMOTION FACTOR WEIGHTS

some satisfaction. The expected information was transferred to the magnitude of the satisfaction as a function of the mean's positive distance from zero. Negative values indicate dissatisfaction in this respect. This item was to be tabulated for quick feedback to the LTI staff but ORI ran into programming problems which delayed the output.

Question 3 was intended to expand the integration of Question 2 by providing information on additional positive aspects of the LTI.

In Questions 4-6 ORI was attempting to determine the level of cognitive alignment which has developed between the participants' ideals and the actual production of the LTI.

Questions 7-8 or check questions were to assess the reliability of the various aspects of this questionnaire.

Question 9 was a catch all question which was tabulated by category, giving a frequency count.

Questions 10, 12, and 13 aimed to find out how the LTI influenced and encouraged the participants to carry out future plans for the education of the gifted and talented.

Questions 11 and 14 sought an overall opinion of the Institute in terms of what expectations the participants anticipated.

ANALYSIS PLAN OF THE POST-MEETING REACTION SHEET

As stated on page 13, Information Sources, Their Uses, and the Data Collection Procedures, the Post-Meeting Reaction Sheet was completed by State officials attending meetings across the nation planning for N/S-LTI-G/T operations. ORI planned to use the form as part of its evaluation in the effectiveness of the LTI management and planning phase. However, we only received 18 forms from two of the area meetings, hardly representative of the total group. We did perform an analysis on these forms based on the analysis plan described below.

Analysis Plan

It should be understood that the PMRS was only part of the story used in the planning stage for the LTI. The data was strictly an opinion by those people who attended the regional meetings and are not necessarily the opinion of all State officials involved in the education of the gifted and talented.

ORI proposed to look at all the responses together to formulate a general picture about these planning meetings. We also proposed to look at the forms by region, to see if sections of the country have differing needs and opinions.

We performed an item analysis plan for each of the questions in the PMRS. All questions, except one, were open-ended response questions. Straight tabulations with frequency counts by region were to be presented.

Question 1. The first question on the PMRS asked for a choice as to how satisfied the individual was to the material covered in the meeting. The scale was as follows:

(a)	Very satisfied	(+6)
(b)	Fairly satisfied	(+4)
(c)	Slightly more satisfied than dissatisfied	(+2)
(d)	Slightly more dissatisfied than satisfied	(-2)
(e)	Fairly dissatisfied	(-4)
(f)	Very dissatisfied	(-6)

ORI established a score for each answer choice (see the right column of the page). A tabulation of each response score was to be made and averaged. This would have indicated the overall satisfaction the participants had in attending the meetings. We also proposed to take a look at the individual meetings held to see whether the people were more satisfied with one meeting than another. However, because of t[illegible]ow return, ORI just tabulated the responses.

Question 2. Question 2 wa[illegible]pen-ended response question asking what was the most useful idea discus[illegible] at the meeting. ORI was to review all responses and tabulate them by doing a frequency count. An indication of what should be discussed at a planning meeting possibly would have been made.

Question 3. The participants were asked what "least useful idea" was discussed at the meeting. The procedure of tabulation was to be the same as that described in question 2. ORI would have been able to summarize what should not be discussed in a planning phase meeting.

Question 4. The participants were asked in question 4 to make suggestions concerning future subject matter and materials that could be used in the planning meetings. We proposed to tabulate responses and present them in table form.

Other Comments. This question (question 5) would yield opinions of the meeting in general and would provide data that might have been lost by asking specific questions only. The tabular format was to be the same as previously described.

Section III, page 35, discusses what outcomes were developed from the returned forms.

III. PLANNING AND EARLY OPERATIONAL PHASE ACTIVITY OF THE N/S-LTI-G/T

PLANNING PHASE ACTIVITY

Introduction

As previously stated, the National/State Leadership Training Institute on the Gifted and Talented is being funded by HEW/USOE through EPDA funds to the Office of the Superintendent of Public Instruction of the State of Illinois. A subcontract to handle the administrative details of the project was being done by the Office of the Superintendent of Schools of Ventura County, California.[1/] Project headquarters for the N/S-LTI-G/T was officially established in Los Angeles, California, on October 1, 1972. Planning activities, however, did begin prior to this official date. The LTI Director started planning activities on (or) in mid-August, 1972, and they were over January 31, 1973. The official operation of the N/S-LTI-G/T began February 1, 1973.

Organizational Structure

The organizational structure of the LTI was very straightforward. The only full-time salaried people for the Institute were the Director and the secretary. An Executive Advisory Committee, who were non-salaried, helped in critical decision making of the LTI. Also, there were four associate directors who were reimbursed for travel and per diem expenses, and sometimes received part-time payment for their efforts, Sometimes, too, they devoted time other than their normal job to the tasks. The USOE office and the regional officers acted as contacts to the LTI Director on gifted and talented activities occurring around the country.

1/ The State of Illinois is in the process of novating the entire contract to Ventura County.

All planning and suggestions were funneled to the LTI Director. He in turn met with the LTI staff periodically to make program decisions and changes. This feedback was a constant, dynamic loop allowing for staff members to have a part in the planning of the LTI.

Project Staffing

Figure 4 outlines the staff that was used to plan for and conduct the activities necessary for the LTI. A description of the role each had is presented.

N/S-LTI-G/T Director, Mr. Irving Sato. One of the major responsibilities of the LTI Director was to organize, plan, and manage the activities necessary to implement the first Summer LTI. His tasks included choosing the LTI site, planning the program, getting interested and reliable participants and working with and guiding the staff being used. He also had considerable communication with the ROEs, SEAs and the gifted and talented officers in planning and implementing the Institute.

Associate Directors. The associate directors were salaried personnel[2/] representing four different geographical areas of the country and four different types of agencies. Their main purpose was to assist the LTI Director in the planning and operational phases of the LTI. They also were assigned specific regions to assist in regional tasks necessary for planning.

Associate Directors, LEAs, Ms. Jeanne Delp. The associate director for the LEAs had the responsibility of the Southwest area of the country and Regions VI and IX. Through an arrangement with her school district, she donated 10 working days per year to consult and plan for the LTI. Her primary role was to provide expertise and technical assistance for implementing the program on the local level.

Her specific tasks were:

- To assist in establishing and developing communication and resource networks among the LEAs
- To assist in planning and conducting National, as well as regional, LTIs and accompanying follow-up activities

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2/ The associate directors were full-time employed people at other institutions. Official letters were sent to their immediate superiors for clarification of their role in the LTI. Two of the directors were able to donate free time to the effort, whereas the other two directors were being reimbursed for their consulting time. The latter two have suffered long delays in reimbursement due to delays in the procedures outlined by Illinois. Sometimes it took 2 months to receive payment.

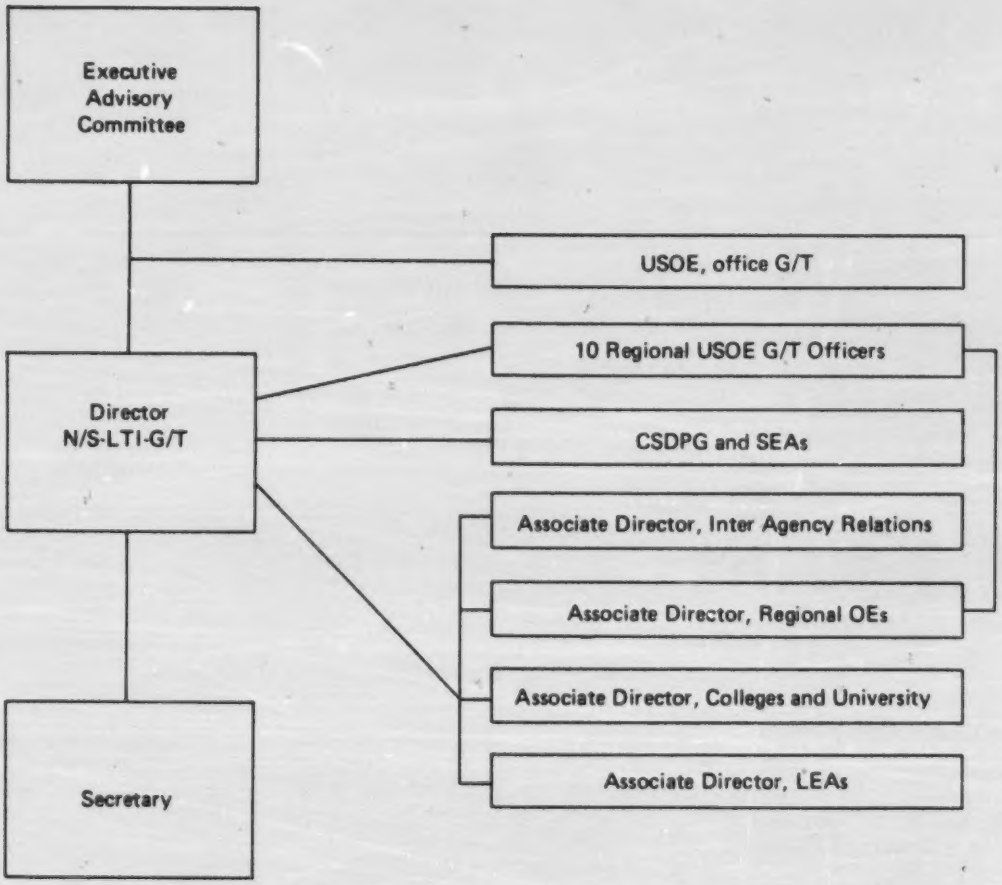

FIGURE 4. N/S-LTI-G/T ORGANIZATIONAL CHART

- To assist the states with various parts of their state plans for the education of the gifted and talented
- To provide consultative and technical assistance to states as needed when schedule permits
- To identify exemplary programs for gifted and talented
- To identify exemplary guides and publications on the education of the gifted and talented.

The primary target groups for services and assistance were:

- Local Education Agencies
  - —County Offices of Education
  - —School Districts
- Local Professional Groups
- Local Parent Groups.

Associate Director, Colleges and Universities, Dr. Marvin Gold. This associate director had the responsibility of the Southeastern part of the country also covering Regions IV and V for regional tasks. The target group was colleges and universities. His primary tasks were:

- To assist in establishing and developing communications and resource network(s) within and among colleges and universities
- To assist in developing competency-based teacher preparation programs (pre-service as well as in-service) in the education of the gifted and talented
- To provide consultative and technical assistance to the schools, along with plans for the education of the gifted and talented
- To assist in planning and conducting National and Regional LTIs in cooperation with the colleges and universities.

He agreed to work for the LTI as a part-time consultant and was being reimbursed as such.

Associate Director, Regional OEs, Mr. Robert Radford. This associate director had the responsibility of the Northwestern section of the country, Regions VII, VIII and X, and served and assisted all Regional Offices of Education. He, too, had donated his time to work as an associate director.

Mr. Radford's specific tasks were:

- To assist in providing liaison with Regional Officers regarding the LTI concept and assistance programs
- To assist in establishing Regional Action Teams through the utilization of regional resource persons
- To assist in planning and conducting National as well as Regional LTIs and accompanying follow-up activities
- To assist states in their state plans for the education of the gifted and talented
- To provide consultative and technical assistance when needed.

Associate Director, Inter-Agency Relations, Mr. William Vassar. The primary target groups for this associate director involved with inter-agency relations were:

- National Professional Groups
  - —CEC-TAG
  - —NACG
  - —AAG
  - —CSDPG
- Governmental Groups
  - —O/GT, USOE
  - —SEAs.

The specific tasks for Mr. Vassar were:

- To assist in establishing and developing communications and resource network(s) within and among the professional and government groups
- To assist in planning and conducting National as well as Regional LTIs and accompanying follow-up activities
- To assist states with legislative plans for the education of the gifted and talented

- To provide consultative and technical assistance to states
- To identify exemplary programs for gifted and talented
- To identify exemplary guides and publications on the education of the gifted and talented.

Also, Regions I, II, and III were covered with emphasis being in the Northeastern section of the United States.

Mr. Vassar was reimbursed for writing a paper to be used at the Institute and also was partially reimbursed for his consulting time.

Executive Advisory Committee. The Executive Advisory Committee, headed by Dr. Dave Jackson, was established primarily to advise in planning operations of the N/S-LTI-G/T. The committee represented the West, Midwest and Eastern areas of the country with its members coming from diversified professions. The committee was composed of official members and ex-officio members. They were:

Official Members	Ex-Officio Members
Dr. James Gallagher	Dr. Ned Bryan
Dr. Ruth Martinson	Dr. Hal Lyon
Mr. Champion Ward	Dr. Carl Rogers (Honorary member)
Dr. Armando Rodriquez	Mrs. Jane Williams
Ms. Angela D'Aversa	Ms. Jill St. John (Honorary member)

The committee provided criticism and counsel on basic policies, plans and progress to the LTI staff. Most tasks were long-range and large-scale planning. Feedback was primarily done by telephone and mail correspondence since only two formal meetings were required during the fiscal year.

ROE G/T Program Officers. There were 10 part-time gifted and talented program officers in the Regional Offices of Education. They had the primary responsibility of coordinating with the states in their regions and setting up a communications network among the states. The officers were also to assist in updating (adding and deleting names and changing addresses) a list of resource personnel in their respective regions.

USOE, G/T Office. The LTI Director had continuous contact with the USOE gifted office in coordinating, communicating and articulating LTI planning efforts.

CSDPG and SEAs. CSDPG and SEAs had continuous feedback and exchange of ideas with the LTI Director. They were obliged to help the LEAs within the states and keep them up-to-date on the LTI.

Secretary, Ms. Bonnie Cox. Ms. Cox had the specific task of running the day-to-day operation of the office, keeping accurate record files and being available to assist in answering questions people might have about the LTI.

Comments on the Structure and Organization of the N/S-LTI-G/T

The basic structure of the LTI gave the appearance of providing a solid foundation for national and regional growth. However, this was somewhat of a misrepresentation. The strength of the LTI lay not in the organizational structure, but in the unique combination of superior human elements comprising the directorship.

The structure of the LTI itself showed some areas of weakness. The vast distances between associate directors' home offices, combined with their work loads other than the LTI and a minimum of paid, full-time staff committed to the Institute, could have under ordinary circumstances caused the structure to collapse. It was remarkable that under such adverse conditions, the directorship had functioned well at all. Careful observation indicated that the individuals involved were both dedicated and conscientious.

For future planning, at least one full-time, paid administrative assistant should be hired to help coordinate the efforts of the associate directors, assist in planning the Summer LTI, and provide continuity at the LTI office in the Director's absence. This person should be an expert administrator more than an expert on the gifted. This would free up some of the Director's very difficult schedule.

Some form of solid time/priority commitment also should be obtained from each associate director. Time requirements for the job of associate director are difficult to pin down, but a minimum number of required hours should be agreed upon in advance, and the financial commitment to the Director should be made for those hours, with an arrangement being made for additional pay for added hours.

Planning Meetings

The structure and organization of the LTI primarily resulted from planning meetings. There were three primary areas where the planning occurred. They are:

- Associate directors' meetings
- Area regional meetings
- Executive Advisory Committee meetings.

The goals and outcomes of each of these meetings are described below.

Associate Directors' Meetings. Table 2 outlines the time, place, purpose and accomplishments of the associate directors' meetings held during the LTI planning phase. The associate directors provided continuous feedback to the LTI Director on activities assigned to them. This was either done by telephone or mail, or at the scheduled meetings. Attendance was not always 100% at the meetings, but each member received detailed minutes indicating what decisions and plans had been made.

Most of the planning activity for the Summer LTI was done as a result of these meetings. The directors clearly defined their roles in the beginning so that the planning could effectively be accomplished. Some of the more important tasks discussed at these meetings were: the decision of the length, location and size of the Institute, the criteria needed to select a state team and suggestions for the external evaluation.

Area Regional Meetings. The area regional meetings were designed to:

- Involve state directors of programs for the gifted and talented in small numbers so that they can participate actively in the planning phase of the N/S-LTI-G/T
- Set up jointly, mechanisms for continuous, tangible input from Regional OEs and SEAs to the N/S-LTI-G/T
- Select regional state model(s) which the various regions would be developing and/or concentrating on as their emphasis for the first phases of the N/S-LTI-G/T.

To simplify the organization, the ten Regional OEs were divided into four areas for meeting and coordination purposes. They were headed by a regional area coordinator. The breakdown was:

Area	Regions Involved
A	I, II, III
B	IV
C	V, VI, VII, VIII
D	IX, X

This breakdown resulted in various area input meetings held throughout the country. A summary of these meetings is found in Table 3.

The meetings were organized into small groups where the participants shared ideas generated from the questions on the FOCI sheet. Minutes were taken by a member of each of the small groups and presented to the LTI Director.

TABLE 2

LTI ASSOCIATE DIRECTORS' MEETINGS

Meeting Number	Date	Place	Purpose	Accomplishments
1	October 9-10, 1972	Los Angeles, California	• To explain and discuss objectives of LTI • To discuss roles of the associate directors • To discuss possible directions of the LTI	• Idea of a State Survey* • Suggested names for the advisory committee • Suggested requirements for LTI participants • Ideas for the length of the institute, time, etc.
2	March 23, 1972	Ventura, California	• To plan for LTI operations • To define the specific roles of the associate directors • To plan for further involvement of the ROEs	• A description of each of the director's role was established and formally presented • Management and program objectives were outlined and agreed upon • A detailed schedule of these goals was established

*The form was designed but it never received OMB clearance.

TABLE 2 (Cont)

Meeting Number	Date	Place	Purpose	Accomplishments
3	April 26, 1973	Dallas, Texas	• To select states participating in the first National Summer LTI	• Decided to include all 18 states that responded to the application form
4	May 27-28, 1973	New York, New York	• To refine the program for the Summer LTI • To clarify roles of the core staff • To make suggestions for the external evaluation of the Summer LTI	• Summary of presentations associate directors and core staff are responsible to give • Review of the final LTI summer program • Final suggestions for the external evaluation

TABLE 3

SUMMARY OF AREA REGIONAL MEETINGS

Date	Location	Area Regions Represented	Participating States
Aug, 1972	Seattle	IX, X	Washington, Alaska, Oregon Idaho
Sept, 1972	Champaign	V	Illinois (LEAs)
Oct, 1972	Kansas City	V, VI, VII, VIII	Utah, North Dakota, Nebraska Kansas, Oklahoma, Texas, Louisiana, Arkansas, Missouri
Oct, 1972	San Diego	X	California (LEAs)
Nov, 1972	New Haven	I, II, III	Virginia, West Virginia, Maryland, Pennsylvania, New York, Connecticut, Maine, Vermont
Nov, 1972	Atlanta	IV	Kentucky, Tennessee, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina
Dec, 1972	Los Angeles	X	California

A summary of the reactions can be found in Appendix C. The Post-Meeting Reaction Sheet was also utilized at these meetings; however, the return of this form was so small that no real conclusions could be drawn. Further discussion of both forms can be found on page 35 of this report.

Executive Advisory Committee Meetings. The Executive Advisory Committee was established to aid in providing assistance in major policy and decision-making tasks associated with the LTI. The members were required to attend two 1-day meetings sometime during the fiscal year either in the Chicago or Los Angeles areas. They received the proposed agenda and appropriate attachments for review prior to each meeting. The members then provided criticism and counsel on basic policies, plans and programs to the LTI staff.

The first Executive Advisory Committee meeting was held on February 15, 1973, in Chicago. At this meeting input on the operational plans for the N/S-LTI-G/T was primarily discussed and a more formal organizational structure of the LTI plan was designed.

A second meeting was held in New York City on May 26, 1973, to discuss the possibility of changing the prime contractor to another agency. The major responsibility for the LTI contract is in the process of being transferred from the State of Illinois to the Office of the Superintendent of Schools of Ventura County, California.

Comments on the Effectiveness of the Planning Meetings

The primary strength of the LTI planning phase was the broad-base of input generated in regional meetings. It was clear at the Summer Institute that the LTI was responsive to the needs and desires of the majority of participants. The planning meetings also served to get a large number of people ego-involved in the project. Some of the participants were actually involved in the planning phases of the Institute.

A better procedure of utilizing a revised PMRS should be instituted. It appears from the low response on the original PMRS that this instrument was not well received and disregarded. Since ORI was not present at these meetings, nor is there adequate data to work with, we cannot judge completely the utility of the area meetings and its organization.

In general, the quality of the PMRS should be improved; the evaluators should have some input into its design, and the participants should be made aware of its overall importance. ORI does not see this as a conflict of interest since they were responsible for the analysis of the forms this year. The evaluator naturally expects to have input into any forms he will be doing analysis on.

The associate directors' meetings and the Executive Advisory Committee meetings appeared to have been clearly effective in their goals. Details of

the meetings were difficult for ORI to assess, however, because we were not present at the meetings, nor were any kind of data collected on their effectiveness. For future meetings, some feedback should be collected from the participants and provided to the outside evaluator. Perhaps accurate minutes on the objectives and events of each meeting could be augmented by telephone interviews with committee members and associate directors.

ANALYSIS OF FORMS USED IN THE PLANNING PHASE OF THE LTI

Introduction

Two questionnaire forms were used in the planning phase activity of the LTI. One, the Post-Meeting Reaction Sheet (PMRS) was designed to provide feedback on the value of the area regional meetings. It specifically reviewed the format and content of the presentations. The other form, the Agency-LTI Assistance FOCI Sheet, also distributed at the area regional meetings, was designed to elicit suggestions as to what the Summer LTI could provide to the states and what the states might offer to the LTI. Each form is subsequently described.

Post-Meeting Reaction Sheet (PMRS)

The PMRS was distributed at each of the area regional meetings to all participants.[3/] They were to complete the form before leaving the meeting. The return rate was low. The LTI Director sent out a follow-up letter and a second copy of the form asking the participants to return the completed form. This also was not effective. In fact, only two of the meetings who distributed the form had any feedback—Kansas City and Atlanta (only 8 and 10 forms, respectively, were returned). A discussion of the participants responses from these two cities follows.

In the opinion of ORI's forms development staff, the low PMRS response rate was primarily due to poor form design, low-quality printing, disorganized distribution and inadequate follow-up.

Summary of Questionnaire Responses. The majority of the people responding in both Kansas City and Atlanta (Table 4) were either very satisfied or fairly satisfied with the materials covered in the regional meetings. As to what ideas were most important, the respondents had considerable variation. Table 5 shows that the discussion of the Summer LTI was the only topic that

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3/ The PMRS was not distributed at the New Haven meeting because other evaluation forms were designed by the area coordinator. ORI did not receive any of the data from these forms. Also, the PMRS was not passed out at the Seattle, Champaign or San Diego meetings because of the unstructured arrangement of the meetings.

TABLE 4

RATE OF SATISFACTION WITH
MATERIAL COVERED IN AREA REGIONAL MEETINGS

Response Category	City	
	Kansas City (N=8)	Atlanta (N=10)
Fairly Satisfied	4	3
Very Satisfied	3	4
Slightly More Satisfied Than Dissatisfied	-	1
Slightly More Dissatisfied Than Satisfied	1	-
Fairly Dissatisfied	-	-
Very Dissatisfied	-	-
TOTAL	8	10

TABLE 5

THE MOST USEFUL IDEA DISCUSSED
AT THE AREA REGIONAL MEETINGS

Response Category	City	
	Kansas City	Atlanta
Summer LTI	3	6
Background, Organization and Suggestions for Promoting Education for Gifted and Talented; Report of Gifted Survey	2	1
Qualifications of Teachers Necessary to Work With The Gifted	-	2
Material Distributed	1	1
Finding Out What Other States Are Doing in G/T	1	1
Plans for Communication with Regional Team	1	1
Public Awareness	1	1
Getting to Know Key People in Gifted Education from States	-	1
Explorers Club/Smithsonian Program	-	1

had any consensus. There was even more variation in what was the least important item discussed (Table 6). Suggestions for future subject matter or materials is presented in Table 7. The respondents would like to be familiar with the contents of the meetings before attending and to have the participants be equally knowledgable on the education of gifted and talented. Table 8 lists "other comments" the respondents wished to express.

Comments on the Use of the PMRS. Because of the low response from the forms, no sound conclusions can be drawn as to the value the PMRS offered in the planning of the LTI. Apparently the participants attending the area regional meetings saw no need or worth to return the form. Even after a follow-up letter, the response rates were extremely low.

Even from the data that was received, the responses were so different that conclusions were difficult to draw. The participants should be aware, however, of what is to be covered in the meetings and given the opportunity to make suggestions on topics to be covered.

The form could be of extreme value if it were designed and used correctly. Recommendations are:

- The participants be made clearly aware of the value and use of the form
- The questions deal specifically with the meeting(s)

  —the purpose
  —the content
  —the expected outcome
- The designated area coordinators have input into the design of the form and not be allowed to design their own form
- The form be used for possible improvements in the area meetings
- The distribution of the form should be done in an orderly way, involving a logging procedure which can track responses for follow-up by number ID
- The form should be printed in a professional format (i.e., it should look important, but non-threatening)
- Follow-up forms should include an extra copy of the form in case it was misplaced

TABLE 6

THE LEAST USEFUL IDEA DISCUSSED
AT THE AREA REGIONAL MEETINGS

Response Category	City	
	Kansas City	Atlanta
General Approach of LTI and Involvement of USOE	2	1
How Regional Offices Can Communicate With States	1	1
Information from States Who Have Full-Time Directors (their [the state] situation is so different)	1	1
Not Much Accomplished In Regional Meeting; Was Aware of Information Presented	1	-
Utilization of Publications, Other Media to Develop Programs for Gifted and Talented	1	-
Evaluating Ideas by Brain-Storming	1	-
No Time for Development of Clear Objectives and Activities for Region	-	1
Small Group Sessions	-	1
Unrealistic Idea of How to Institute a Program for Training Specialists in Teaching the Gifted	-	1

TABLE 7

SUGGESTIONS FOR FUTURE SUBJECT MATTER OR MATERIAL AT THE AREA REGIONAL MEETINGS

Response Category	City	
	Kansas City	Atlanta
Information on Activities in Other States	-	4
Give Material on Organizations Planning for Gifted Programs in Schools of Various Sizes	2	1
Involve People from Start, Know What They Are Acquainted With and What They Could Contribute	2	-
Guidelines About Federal Aid If It Ever Became A Realization	-	2
Development of Nationwide Clearinghouse on Various Information Type Sources	-	2
Gather People With Comparable Situations	1	-
Have a Secretary to Take Notes and Distribute Summary Before the End of Meeting	1	-
Sample Lessons to Participate in (like those taught in LTI)	1	-
Role of USOE and Development of State Plans	-	1
Have Material Available to State Not Just for Examination	-	1
Keep States Informed on the LTI	-	1

TABLE 8

OTHER COMMENTS

Response Category	City	
	Kansas City	Atlanta
Great Presentation by I. Sato	11	1
Want to See a Developed Model (with material and processes) for Implementation by the LEAs	2	-
Appreciation of Information Being Received	1	-
More Ideas on What Can Be Done to Educate the Gifted and Less Stress on Raising Money	1	-
Getting to Know Educators with a Common Interest in the Region; A Good Experience	1	-
Special Plans for the Extremely Intellectually Gifted (IQ above 150) Should be Made in the Plans	-	1

- Follow-up could be done twice within 5 weeks after the meeting to increase response rate.

Agency-LTI Assistance FOCI Sheet

The Agency-LTI Assistance FOCI Sheet was used and distributed during the planning phase of the LTI by several methods.

- It was the basis of discussion at the area regional meetings
- It was sent to all states not present at the area regional meetings[4/]
- It was given to the participants of the area meetings for distribution to people they knew who would want to provide input
- It was distributed by the LTI Director to people he became acquainted with who had some vested interest in the LTI
- It was sent out as a follow-up to those people at the area meetings who failed to input at that time.

The LTI Director and staff summarized the input and weighted the responses.[5/] A copy of the reactions can be found in Appendix C.

Application of the FOCI Sheet. Two questions were asked on the FOCI sheet.

- In what ways can the N/S-LTI-G/T assist you and your agency?
- In what ways can you and/or your agency assist the N/S-LTI-G/T?

The first question generated ideas for publications and lectures planned for the Summer Institute. This included a wide range of ideas from a clearinghouse of information to ways of organizing parent groups. The second question helped the LTI Director and staff know what the states and/or regions could provide to the LTI efforts. For example, the ROEs were asked to update and correct a resource pool list of people that would be dispersed among the states of that region.

[4/] The mail follow-up generated 15 returns.

[5/] A weight of 2 was given to a response if it was generated at a group meeting. A weight of 1 was given to a response if it came by mail.

Usefulness of the FOCI Sheet. The use of this form appeared to have been an effective means of finding out what needs there are in the education of the gifted and talented and what the states can provide to an LTI effort. The random procedure used to distribute the FOCI form could use some improvement. Perhaps, since the information was valuable, the FOCI sheets could be distributed to an organized, balanced sample of people representative of all groups interested in the LTI. This might allow for a clearer understanding of response group bias.

Notification of the ROEs and SEAs Concerning the N/S-LTI-G/T

An outline of the procedures used in notifying the states about the first Summer LTI is presented in Figure 5. An alert mailgram was sent to the SEA Gifted and Talented Administrators one week before the official application was to be sent out. On March 14, 1973, an invitation to the Institute plus a copy of the application form was sent to the Chief State School Officers. At the same time, the form was sent to the SEAs and to the ROEs.

About 75% of the states responded to the LTI invitation. The states either declined because of no funds or no time, or accepted the invitation. A decision was made by the LTI Director and associate directors to accept all of those state teams who requested to come. Table 9 outlines which states and regions attended the Summer Institute, along with the number of participants.

Comments on the Recruitment of Participants

The procedures used in notifying the states about the Summer Institute appeared to be effectively managed. It also appears that enough information and time was given to the states for them to expedite the application form.

Some of the application forms sent by the states were incomplete. It might be essential to look into the questions that were left blank and resolve the problems prior to the due date of the application.

Comments on the LTI State Application Form

General Appearance. The LTI state application form supplied for review presented a poor image for the following reasons:

- Too long (5 pages)
- Poor quality printing
- Poor quality paper
- Non-professional job of formatting
- No logo on face sheet.

These conditions could likely result in an initial impression which does not promote enthusiasm. The overall impression was that the form probably

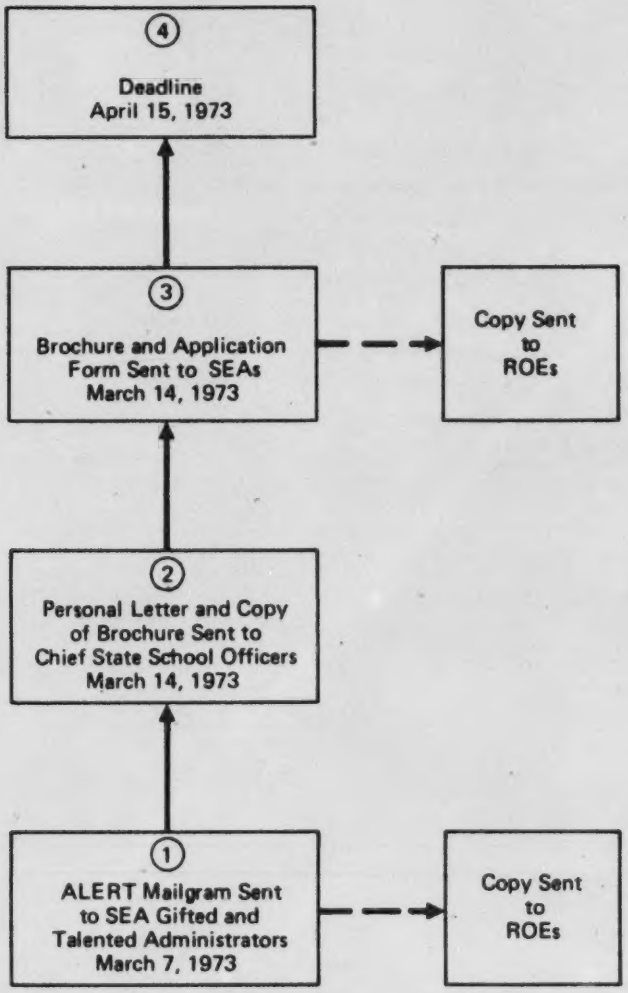

FIGURE 5. PROCEDURE USED IN NOTIFYING SEAs
ABOUT THE APPLICATION OF STATES
ABOUT THE FIRST SUMMER LTI

TABLE 9

STATE TEAMS ATTENDING THE SUMMER LTI

STATE	REGION	NUMBER OF PARTICIPANTS
Alabama	IV	5
Alaska	X	4
American Samoa	Territory	2
Arizona	IX	5
District of Columbia	III	5
Florida	IV	4
Guam	Territory	2
Maryland	III	6
Massachusetts	I	5
Nebraska	VII	4
Nevada	IX	5
New Jersey	II	4
Oregon	X	3
Pennsylvania	III	4
South Carolina	IV	5
South Dakota	VIII	5
Texas	VI	3
Illinois	Regional Team V Represented	2
Minnesota		2
Ohio		2
COUNTRY		
Canada		2

came from a low priority research project and it was not likely to support credibility of the LTI, nor to effect a high rate of motivation toward the Institute.

Suggested Improvements. The following improvements are suggested:

- Condense the number of pages through professional formatting
- Increase the eye appeal of the form by employing high-quality paper (perhaps a slightly textured stock) coordinated with the truly fine announcement bulletin (done in two-color printing on green stock with outstanding art work)
- Use the LTI logo in the upper left-hand corner of the application.

General Content. It appeared that although great thought was given to the content of the form, little, if any thought was given to the impression left by the questions themselves. As a general rule, application forms should start out in a non-threatening manner with easy to answer questions which appear to make sense. However, the LTI application form started out with an ID statement (question 1), followed by a request for data on the actual number of public school pupils in the state (question 2). Such data may not be readily available and interrupts the answering process almost immediately. A further interruption comes in the form of a request for data on the number of private school pupils in the state—a figure not generally available with any accuracy.[6/] No information was given as to the reason for the question or the accuracy of response required.

Question 3 was a chart to be completed by the state, indicating who they have selected to be on the state team and personal information on each person. This was a good technique; it helped the state to provide pertinent information easily. Nevertheless, a parenthetical request tacked on to question 3 asked for a "brief description" of each team member's background. ORI presumes that the respondents typed out separate resumes on the individuals chosen and attached them to the application. This part of the question makes it difficult for the person to complete the form, and provides non-uniform information to the LTI. ORI suggests that the parenthetical part of question 3 be made into a separate question and expanded to outline the information needed by the LTI staff for decision purposes.

[6/] ORI has worked with the School Staffing Survey which asks for this kind of data. The response rate was low to this specific request.

Question 4 was somewhat confusing. It asked for an essay answer to the question, "What are the purposes of your state's participation in the N/S-LTI-G/T?" One wonders at the reason for the question in light of the clear statement of the LTI's purposes in the announcement. If the question was intended to identify states applying for the wrong reasons, less obtrusive measures could be devised. The question should be reworded and explained, or perhaps deleted if it is not really necessary.

Question 5 was a credible question which only lacked structure. It could be improved with a statement of what parameters should be used to describe the status of education for the gifted. This would ease the burden of the responder and lend comparability to the responses.

Question 6 seemed a bit premature and lacked scope. It was premature because few, if any states, know or claim to know what their range of specific needs for the gifted are. The scope of the answer requested is not clear. One could easily envision a 10-page answer which would barely scratch the surface. The reason for the question should be carefully examined and perhaps a better item will emerge. The new item should have some index of how much detail is requested and perhaps an outline to assure comparability of answers.

Question 7 should be deleted. It reinforced the low priority image of the Institute, and lacked credibility. It was an apparent attempt at devising an unobtrusive measure of team member experience with gifted children. As such, it was a failure. It created work for the respondent which amounted to "busy work." The base question could be answered far more easily and directly. Perhaps in question 3 a section could be added which requests "experience with the gifted and/or talented."[7]

Comments on the LTI Formal Announcement

General Appearance. The immediate visual impact of the LTI formal announcement was excellent. The logo was attractive and carried a useful symbolic measage. The use of hand-lettering in the content lended informality which was inviting to the reader. The back page artwork was a well-chosen incentive booster to remind the reader that the Summer Institute was to mix instruction with pleasure in beautiful surroundings.[8]

General Content. The content was arranged by four essential "Ws": what, when, where and who. The first three were briefly stated. The "who"

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[7] Few of the people interviewed at the Summer Institute had actually filled out an application form. The above opinions are those of ORI.

[8] Twenty-nine out of the thirty people interviewed at the Summer Institute said they liked the announcement.

portion went into more detail, about who was being invited as well as who could be the staff members. It was a well-planned presentation with important incentive information following the descriptive data. This included financial assistance information and specific objectives to be accomplished.

Overall Impact. The overall impact of the announcement was excellent. People found it attractive, informative and professional. The important impression left was that the LTI had credibility.

MANAGEMENT OF THE OPERATIONAL PHASE OF THE LTI BY OBJECTIVES

The N/S-LTI-G/T Director, along with the help from the associate directors and the Executive Advisory Committee, established a list of management and program objectives 9/ to be accomplished during the operational phase of the LTI, effective between February and September 1973. Since the purpose of this section was primarily to discuss the planning stages of the LTI, we will limit the following discussion to an overview of the management objectives. The program objectives will be the main theme of Section IV of this report, the findings of the LTI Summer Institute.

Below are the specific tasks which were to be accomplished during the beginning of the operational phase of the LTI.

- To develop and implement a plan to provide a full-time professional staff for the N/S-LTI-G/T
  - —As soon after February 1, 1973, as possible, to augment the full-time N/S-LTI-G/T staff with an Associate Director of Institute Operations
- To extend mechanisms and networks established earlier for regular and continued communications among central USOE, Regional OEs, States, LEAs and the N/S-LTI-G/T
  - —To communicate at least once each quarter through numbered memoranda with ROE and SEA gifted and talented program officers
  - —Through the cooperation of ROEs, SEAs and the National Clearinghouse on Gifted and Talented, to develop a national resource pool list on gifted and talented by April 1973

9/ They are the revised plans of the LTI operations as stated in the objectives of the N/S-LTI-G/T proposal.

—To search for and include as part of the national resource pool at least one qualified individual per region who is not part of the traditional "in" group on gifted child education

- To develop and implement a plan to provide consultant services as required for effective N/S-LTI-G/T operations

  —To assist at least two regions to mobilize Regional Action Teams

  —To assist at least 10 states with acquiring technical assistance from nearby qualified consultants

- To develop and implement a plan for continuous evaluation of the N/S-LTI-G/T operations

  —To subcontract the external evaluation of N/S-LTI-G/T operations to an outside agency by early March, 1973.

A discussion of each of these tasks is made individually, remarking how and if each goal was met.

Provision for the N/S-LTI-G/T

The first objective, as stated here, was to provide the LTI Director with a full-time associate director of institute operations. Mr. Sato anticipated that this would occur soon after February 1, 1973, when the funds for the LTI were to be received. This, however, never happened. The LTI did not receive its funding until May 17, 1973, at which time it was too late to hire an assistant. This resulted in work overload for the Director and excess responsibility for the part-time associate directors.

This situation should not be allowed to happen again because of the serious consequences that might occur. The dedication and quality of the current staff was the only reason the LTI ever got off the ground this year.

Communication Channels Among USOE, ROEs, SEAs, LEAs, and the N/S-LTI-G/T

The LTI Director continually provided up-to-date information on the activities of the LTI to USOE, ROEs, SEAs and LEAs. Memos, telephone communication, speeches at numerous conferences around the country, and personal visits have all kept the respective groups adequately informed. Also, as stated in the section defining the staff roles, each of the associate directors were assigned specific regions to which they were supposed to keep in contact and help whenever necessary. The above mentioned groups also were quite helpful to the LTI staff. They ran into some binds, however, because of the time constraints they had in fulfilling responsibilities for their full-time jobs. For

example, a resource pool list was supposed to be updated and revised by the ROE people. Mr. Sato had to request from numerous regions several times before they responded to his request. Too many other priorities were on their agenda.

Consultant Services for Effective N/S-LTI-G/T Operations

The LTI Director recruited a number of qualified people to act as consultants to the states in organizing Regional Action Teams. Mr. Sato was successful in organizing the first working Regional Action Team in Region IV. Their first planning meeting was held in Atlanta, Georgia, on May 30-31, 1973. Also, Mr. Sato was successful in providing states with consultants as needed. The associate directors were assigned regions to which they were supposed to help and coordinate on a need basis.

Plans for the External Evaluation of the N/S-LTI-G/T

The LTI Director anticipated that a subcontract to an outside agency to perform the external evaluation of the LTI would occur by early March 1973. The goal was to have the evaluator be active during the initial tasks of the operational phase.

ORI did not receive the contract award until May 17, 1973, because of slow funding, at which time the planning for the LTI was almost complete. We regret that this happened since we believe that the external evaluation should have been active during the planning and early operation so that concurrent information flow could be achieved.

Summary

The evaluation reported in this section was retrospective, dependent on the notes and memories of others. ORI wishes to acknowledge the exceptionally complete files maintained by the LTI staff, which were helpful in this effort. In summary, the early operation of the LTI was objective-oriented and quite successful despite the considerable delays in funding. In addition, the LTI staff was cooperative with the external evaluation team in generating a retrospective analysis for this report.

N/S-LTI-G/T COMMUNICATION FLOW

Organizational Responsibility and Flow of Communication

The pulsing center of the LTI chain of communication (see Figure 6) was the Director, Mr. Irving Sato. In reality, Mr. Sato carried the prime burden of responsibility for the success of this LTI. He appeared to be responsible to a bureaucratic network stretching from Ventura County, California, to the State of Illinois and Washington, D.C. With the exception of Ventura County, this morass of paper chains appeared to be only vaguely operative. The real responsibility appeared to flow from Mr. Sato to Dr. David Jackson

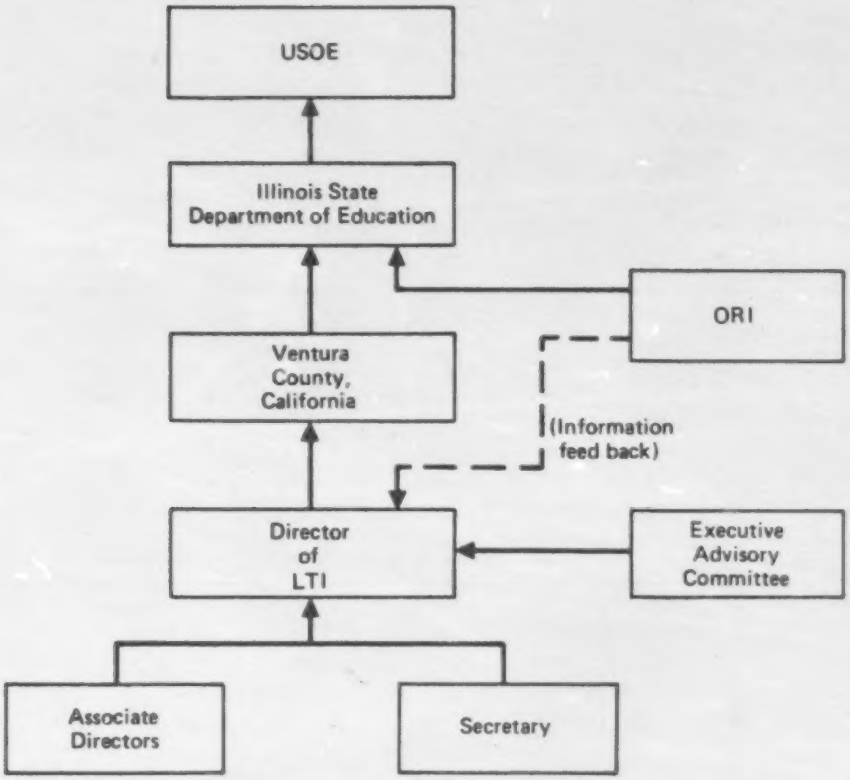

FIGURE 6. FLOW OF THE N/S-LTI-G/T ORGANIZATIONAL RESPONSIBILITY AND COMMUNICATION

in the Office of the Superintendent of Public Instruction in Illinois, and from Dr. Jackson to Mrs. Jane Willians and Dr. Hal Lyon at the federal level. While Ventura County worked to facilitate funding, in ORI's appraisal, the bureaucracy composing the operating chain appeared to function in the following ways:

- It was a legal channel by which the funds flow (seep) from the federal to the project level
- It was the administrative network which was responsible for impeding the progress of the LTI through the inflexible, often irrational regulations on cash flow, contract negotiations and approval and reporting requirements imposed by the State of Illinois.

The apparent cause of funding tie-ups were:

- Severe over optimism on the part of the program people at the U.S. Office of Education for the Gifted and Talented as to how long the fiscal office would take to process the grant
- Extremely low priority of the LTI with respect to the Illinois State Department of Education goals (state had apparently little interest in the project)
- Authority for fiscal decisions at the state level was not clearly designated and thus transactions were often impeded.

The administrative chain put an unreasonable burden on the limited energies of the LTI staff, while impeding the flow of operational money. The result was a severe understaffing and overworking of the LTI staff during the important planning and operational stages of the Institute.

Informal channels of communication between the LTI Director and all levels of the administrative chain were opened. These served in some cases to facilitate LTI progress. The drawback came however, when people felt bypassed. Feathers were ruffled within the administrative groups when informal channels of communication were used over the less adequate formal ones.

Inter-Staff Communication

Because of the distance between the associate directors (both geographic and ideologic), some communication problems did exist between the LTI Director and some of the associate directors. Perhaps a small profile is in order about some of the associate directors. A few of the associate directors appear to have very strong individualistic personalities. They appear to have dominant biases which they expect to have considered in all LTI discussions. They have given a great deal of personal time to the LTI effort and probably feel that the LTI owes them clear continuous communication on all matters. Most important, they expect to have their opinion asked and considered on all matters of import to the LTI operation.

The LTI Director appeared to be a very fair-minded, but dominant individual, who must integrate input from the associate directors in making major decisions. This was time consuming and often difficult. As a result, he often made minor decisions on his own or in informal consultation with others such as Dr. Jackson. The results were usually very effective, but resulted in at least one associate director feeling bypassed. It was fortunate that there appeared to be a free flow of expression on these matters in most cases, between the offended party and the Director. However, there have been conditions under which hostility toward the Director may have gone unresolved, in spite of an apparent willingness to discuss matters on the LTI Director's part. Such conditions can best be resolved effectively only if an associate director communicates his feelings of "being left out" to the Director or the group.

IV. ORGANIZATION AND IMPLEMENTATION OF THE FIRST SUMMER INSTITUTE

N/S-LTI-G/T PROGRAM OBJECTIVES AND BACKGROUND INFORMATION

Introduction

The N/S-LTI-G/T Director and staff outlined specific program objectives to be accomplished during the duration of the first Summer LTI. The objectives were:

- To train selected individuals both nationally and regionally at regular training institutes or workshops
  - —To train 10-16 state teams (3-5 members per team in July 1973, at one two-week National Summer LTI
  - —To assist in the planning of at least two Regional LTIs and to participate in them
- To develop, reproduce, and disseminate some appropriate documents and publications on gifted and talented through N/S-LTI-G/T-sponsored workshops and institutes
  - —In cooperation with the National Clearinghouse on Gifted and Talented, to develop at least 3 fold-out brochures on certain vital aspects of education of gifted and talented persons

—In cooperation with the National Clearinghouse on Gifted and Talented, to develop at least two publications dealing with identification of gifted and talented persons and with current program practices

- To increase public consciousness, awareness and knowledge about the gifted and talented.

In the following pages, a discussion of how and if each of these program objectives were met. They are substantiated by the responses received from both the questionnaires and from recorded observations by the evaluation team.

Background

The first National Summer Leadership Training Institute on the Education of the Gifted and the Talented was held in Squaw Valley, California, from July 8-20, 1973. There were 17 states, 1 region, and Canada represented with approximately 79 people participating.

The original objective of the LTI was to admit only 10-16 state teams with 3-5 members on the team, but the LTI staff decided to admit all states which agreed to come. The majority of the people were full-time participants; only 4 out of the group were part-time participants (attended the first 4 days of the Institute).

Region V was the representative regional team attending the Institute.

Profile of States

The N/S-LTI-G/T Director and staff established guidelines for the selection of participating states for the Institute.

- One state from each region without a full-time state director of gifted and talented programs plus up to six other states in general may elect to send a team of five individuals
- Each team must finance part of their expenses
- Each team must be willing to make the following commitments to follow-up activities

—To share experiences and materials with neighboring states as well as through Regional LTIs

—To attend scheduled follow-up workshops to be held by areas (combining several Regions) during the year

- Each interested State Educational Agency must submit one completed application form by April 15, 1973, with specific information

  —Statement of needs and purposes for participation

  —Names, addresses, phone numbers of team members

  —Background of individuals in relation to the education of gifted and talented

  —Brief description of gifted child applicant has known.

All states that agreed to come to the Institute were accepted by the LTI staff. Follow-up requests for information were sent to each of the states to fully meet the requirements stated in the guidelines. The LTI also received permission from the Office of Education to include Canada as a representative nation.

The states had variable backgrounds in the education of the gifted and talented. Approximately a third of the states have existing programs for the gifted in their states already. The other two-thirds of the group either just began to establish requirements for programs for the gifted or had no immediate plans prior to attending the Institute.

Profile of Participants

The N/S-LTI-G/T established criteria for the make-up of the state teams. Table 1 on page 7 lists the types of people they recommended.

From Table 10, the LTI participants reflected a diversity of backgrounds, with school administrators and teachers being the most common (36%). Closely following were consultants and coordinators for the gifted, representing 33% of the population. A surprising 13% of the participants have had no previous experience with the gifted. Represented also were a number of state administrators (10%) and parents (8%).

Aside from occupation, 54% of the participants considered their present involvement in activities concerning the gifted and talented to be centered on state activities (Table 11, categories 1 and 4). Others reported their primary activities to be with parent groups (9%), teachers of the gifted (4%), superintendents of schools with gifted programs (4%) and consultants to teachers (3%).

TABLE 10

LTI PARTICIPANTS' EXPERIENCE IN RELATION
TO THE EDUCATION OF GIFTED AND TALENTED

Response Category	N	Percent
Teacher, administrator, educator	29	36%
Coordinator for programs of the gifted	14	18%
Consultant of the gifted	12	15%
No experience	10	13%
Member, state department of education	8	10%
Parent	6	8%
TOTAL	79	100%

TABLE 11

LTI PARTICIPANTS' PRESENT INVOLVEMENT
IN ACTIVITIES CONCERNING GIFTED AND TALENTED CHILDREN

Response Category	N	Percent
Participation in state activities concerned with the gifted	35	43%
Member of state team	10	13%
No present involvement	10	13%
Consultant to state	9	11%
Member of parent organization	7	9%
Teacher of the gifted	3	4%
Superintendent of Public Schools	3	4%
Consultant to teachers	2	3%
TOTAL	79	100%

Thirteen percent of the population admitted no present involvement while 13% said they were presently a member of the state team. The latter 13% also have had no previous involvement in the area of the gifted prior to this Institute.

It appears that the LTI participants reflected the make-up of participants recommended by the LTI staff. A more concentrated effort should be made though to get more people from the private sector, parents of the gifted, or college or university people, to participate in the Institute.

LTI Participants Awareness of the LTI

A little over a third of the participants became aware of the Summer LTI through the state department of education (Table 12). Sixteen percent were told by the local and/or state consultants for the gifted from their states and the rest of the people were notified by various individuals or groups.

Half of the participants felt, however, that they did not receive enough information about the Institute from the state agency(s). From the evaluation team's observations and unstructured interviews with the participants, the states were not that cooperative in disseminating information to the participants. However, Table 13 does indicate that 44% of the participants felt that they had been adequately informed.

Twenty percent of the people who commented on the question of being adequately informed (Table 13) said that they would like the information about the Institute sent directly to them, and well before the Institute begins. Sixteen percent stated that they would simply like more general information. Various other comments and suggestions were given as to how they felt that the information could be disseminated more effectively. For instance, 3 people (4%) felt a mailing list of the participants should be developed to assist in the dissemination of materials or that the information should be sent to the state department (1%) rather than to the individuals. Other comments were given which did not fully relate to the question asked.

Participant Satisfaction with Information Provided Directly To Them

A little over half (55%) of the participants felt they were sufficiently informed about the organization and preparation of the Institute prior to the first session. However, from Table 14, a large percentage (42%) still did not know enough about the LTI prior to attendance. The comments given by the participants do not indicate why they were not aware of this, but it is felt that this was probably due to the lack of interest that the states had in the LTI.

Understanding the Objectives of the Institute

Eighty-two percent (Table 15) of the LTI participants felt that they understood the objectives of the Institute. In fact, the primary reasons the people were attending the Institute were to improve the planning and programming

TABLE 12

LTI PARTICIPANTS' RESPONSES AS TO
HOW THEY BECAME AWARE OF THE SUMMER LTI

Response Category	N	Percent
Through my state department of education	29	37%
Local or state consultant in education for gifted	13	16%
Directly from LTI staff	7	9%
Through USOE staff (D.C. or Region)	7	9%
National or local organization meeting	7	9%
Through a pre-institute planning session	5	6%
Through a university colleague	4	5%
Through the Commissioner's report to Congress on G/T	2	3%
No response	5	6%
TOTAL	79	100%

TABLE 13

LTI PARTICIPANTS' OPINION ON WHETHER THEY RECEIVED ENOUGH INFORMATION ABOUT THE INSTITUTE FROM THE STATE AGENCY

Response Category	N	Percent
Yes	35	44%
No	39	50%
No response	5	6%
TOTAL	79	100%
Comments:		
Please send information well before institute directly to participants	16	20%
Send more information in general	13	16%
Send better information on housing and facilities	4	5%
Never received information	4	5%
Establish mailing list of participants and use it to distribute material; also give copy to participants	3	4%
Information should be organized better	2	3%
Keep parents informed and involved	1	1%
Institute too organized. Should allow more participants from each state	1	1%
Send information to state department not to individuals	1	1%
No comment	34	44%
TOTAL	79	100%

TABLE 14

LTI PARTICIPANTS' OPINION ON WHETHER THEY WERE SUFFICIENTLY INFORMED ABOUT THE ORGANIZATION AND PREPARATION OF THE INSTITUTE PRIOR TO ATTENDING THE FIRST LTI SESSION

Response Category	N	Percent
Yes	43	55%
No	33	42%
No response	3	3%
TOTAL	79	100%
Comments:		
Had internal state or local problems blocking use of LTI information	11	15%
Needed full schedule in advance of LTI	7	9%
Needed more information on institute goals	7	9%
No information received prior to summer institute	7	9%
Information flow was very good	6	8%
Prepare a mailing list of participants to send out to participants	2	3%
Prior information not really necessary	2	3%
Needed more information on clothes, etc.	1	1%
No comment	36	43%
TOTAL	79	100%

TABLE 15

LTI PARTICIPANTS' UNDERSTANDING OF
THE OBJECTIVES THE N/S-LTI-G/T AIMS TO PRESENT
DURING THE TWO-WEEK INSTITUTE

Response Category	N	Percent
Yes	65	82%
No	10	13%
No response	4	5%
TOTAL	79	100%
Comments:		
Institute materials were clarified	4	
Did not get materials before institute	3	
Need for prior state group interaction	3	
The material should be disseminated before the start of the institute	1	
Objectives coincide with the institute objectives	1	
Feel state plans cannot evolve with varied participant background and little understanding of lines and authority to implement plan	1	
Understood objectives soon after the start of the institute	1	
Terminology of federal legislation hazy	1	
TOTAL	15	

for the gifted (30%) and to work with their team to prepare a state plan (30%). These are clearly two main objectives outlined by the LTI. There were various other reasons (Table 16), but these were the two most common.

Most Important Factor the Institute Could Relay to Participants

Table 17 shows that four main items appeared most frequently among those asked on what was the most important factor that the Institute could give to the participants. They were:

- To provide guidelines for a state plan (21%)
- To share experiences of others in setting up programs for G/T (15%)
- To increase motivation of state leadership to provide programs for G/T (13%)
- To provide a source of general information on G/T programs (13%).

This clearly paralleled the objectives outlined by the LTI and it was encouraging to see that what the participants wanted to learn was what the LTI was designed to provide.

ORGANIZATIONAL STRUCTURE OF THE N/S-LTI-G/T

The LTI Director and staff established a theme for the N/S-LTI-G/T. It was called AIRPORT, an acronym for "An Institute for Researching, Planning, Organizing, and Recognizing Talent." During the Institute, consultants were referred to as travel agents, meeting rooms were designated as gates, meeting times were referred to as departure times, and the sessions were the flights.

A description of the organization of the LTI is presented outlining what handouts were given out, what facilities were available and what types of interaction occurred among the participants.

General Information Handouts

Workshop Handbook. A workshop handbook was given to each person participating in the Institute at the time of registration. Each person also received a name tag indicating the state each represented, and in some cases their title, i.e., ROEs, SEAs, etc.

Briefly the contents of the handbook included:

- General information about room check-in procedures, schedule of consultants' free time for conferences, an overview of the 2-week schedule, availability of secretarial services, etc.

TABLE 16

LTI PARTICIPANTS' PRIMARY REASON(S)
FOR ATTENDING THE SUMMER LTI

Response Category	N	Percent
Improve planning and programming for gifted	25	32%
Work with team to prepare state plan	24	30%
Obtain insights from other states	16	20%
Team member, requested by state department of education	8	10%
Exposure to personnel, resources and materials	8	10%
To become a better facilitator for the gifted	7	9%
Develop skills in implementing legislation	7	9%
Interest in gifted students	5	6%
To get state involved in the education of the gifted	4	5%
Development of an evaluation procedure for programs for the gifted	3	4%
Provide educational opportunities for gifted children	2	3%
To effect teacher training in universities	2	3%
To establish a regional leadership team	2	3%
Develop public awareness for the needs of G/T	1	1%
Possible funding organizations	1	1%
TOTAL	115*	146%

*Total exceeds 79 because some respondents game more than one answer. Percent based on 79.

TABLE 17

LTI PARTICIPANTS' FEELINGS AS TO THE MOST IMPORTANT FACTOR THE N/S-LTI-G/T COULD RELAY TO THE PARTICIPATING STATE TEAMS

Response Category	N	Percent
Provide guidelines for a state plan	17	21%
Share experiences of others in setting up programs for G/T	13	15%
Increase motivation of state leadership to provide programs for G/T	10	13%
Provide a source of general information transfer on G/T programs	10	13%
Provide ideas for delivery systems (techniques, etc.)	7	9%
Suggest sources of funding	5	6%
Knowledge of federal aims and goals concerning G/T	3	4%
A rationale for state and local programs	3	4%
Identify sources of technical assistance in developing programs	3	4%
Provide specific guidelines for identification of gifted children	2	3%
Learn to obtain public acceptance for programs for the gifted	2	3%
Insight into needs of gifted and talented	2	3%
Provide constructive criticism of state plan	2	3%
TOTAL	79	100%

- A diagram of the location of the meeting rooms
- Brief resumes and pictures of available consultants
- Publication "Gifted and Talented Children and Youth: A Selected Guide to Resources for Information, Materials and Assistance"
- Recreational brochure about Squaw Valley
- Pamphlet entitled "What About the Gifted and Talented?"
- The Pre-Institute Reaction Sheet
- The Session Evaluation Forms booklet.

This appeared to have been an effective means of orienting the participants to the LTI upon their arrival. The registration went smoothly and the participants received enough information from the handbook to familiarize themselves with what was to come during the two weeks of the Institute. The information provided was used and appreciated.

Daily Agenda. A daily agenda for the next day's activities was handed out every evening at dinner. It included the title of the sessions to be presented, the time and room number, and the name of the consultants who would be giving the presentations. Extra copies were also always available at the LTI desk if someone happened to misplace it.

Even though the handbook had a copy of the 2-week schedule, the daily agenda provided updates and corrections of the session assignments. This was appreciated by the participants and a very useful idea. Nevertheless, occasional changes were made in schedules after the daily agenda was handed out. These were posted on a blackboard outside the main office. Such changes, particularly in the case of recreational activities caused occasional mix-ups and missed events. The frequency of occurrence was low. Important changes were also announced at meals. People most likely to become confused were those who were late to meals and did not check the announcement board.

Available Facilities

Library Resource Room. An extensive library was set up to provide materials, books, films and pamphlets for use by all LTI participants. A full-time librarian was also available to help locate information and provide assistance.

Recorded observations and conversations with a number of participants indicate that the library was extensively used and proved to be an asset to the entire Institute. Many new publications and ideas were exposed to these people and helped them in writing their state plan.

Secretarial Services. Secretarial service (typing) was available to any participant needing assistance. All requests were handled on a first-come, first-serve basis.

The outstanding accuracy and timeliness of the secretaries was helpful to the participants as well as to the evaluation staff.

Consultant Services. The LTI consultants and staff were available at scheduled times to help individuals and/or state teams during the Institute. This service was widely used and appeared to have been the most helpful of all services.

Adequate leadership was provided to states and individuals, especially to those with no previous experience in the gifted. From observations of several of these sessions, the high quality of guidance the consultants provided was impressionable.

General Office. The central office was designed to help the participants with problems they may have, like scheduling rides to the airport, questions about reimbursement procedures, etc. It was well organized and efficiently managed.

Structure of Training Sessions

The training sessions were led by consultants knowledgeable about the topics covered. The sessions were structured into five categories:

- Large group (approximately 100 individuals)
- Medium-sized group (40-50 individuals)
- Small-medium-sized group (10-15 individuals)
- Small-group (5 individuals; state team)
- Independent study.

The small-medium and medium groups were more like workshop sessions centered on specific topics, whereas most of the large sessions were general lecture groups. The "small group" and "independent study" categories were for teams or individuals to work independently. The LTI purposely started out with a few large group sessions to set the tempo and tune of the effort ahead. Gradually, sessions were made smaller as participants took on more and more responsibility in sessions. Lectures became discussions as social biases loosened up. A more thorough discussion of the outcomes of these sessions is discussed on page 72.

The length of sessions varied. All sessions started at 8:30 a.m. Different sessions were going on at the same time, but sessions were repeated during the day to ensure all participants would get a chance to see them. Also, the same session might have been given by two or more people. The participants were given the option as to who they would like to observe. It was clear, from

direct observation, that repeated sessions were never equivalent. Speaker performance varied considerably as did group participation, depending on the time of day, fatigue, etc. These differences were merely observed, and no valid value judgment can be made on the differential effectiveness of alternate repeated sessions.

Interaction of Participants

The LTI staff provided an effective means of getting the participants to interact among one another during the Institute. A description of each of these procedures is described.

Meal Time. Lunch and dinner were an integral part of the learning and sharing time for participants. Seating arrangements were devised icebreaker fashion to get people together who otherwise might not interact. The techniques used were:

- Seating by teams
- Seating by region
- Seating by initial of last name
- Seating by job similarity
- Open seating.

Several complaints were received about these methods but a positive change in the environment of the sessions and social gatherings was seen in a matter of days. Much of this can be attributed to the rotating seating patterns.

Training Sessions. Many of the small and medium sessions were set up to bring together states with different levels of experience and expertise in the gifted field. Several times, also, the last initial of the participants was used to get people together in a work setting rather than a social one. Both methods were effective, but the states should also have been grouped by level of individual state experiences in relation to the gifted.

Planned Social Events. The LTI did not provide all work and no play during the two weeks of the Institute. Many social activities were planned, such as social hours, scheduled day and evening trips, recreational activities, etc. People were able to relax more here and interact on a more informal basis. People seemed to get very close to one another under this intense program. There was a definite letting down of the hair for most people. A lot appeared to be accomplished during these essential periods that proved beneficial.

EVALUATION OF THE LTI TRAINING SESSIONS

The first National Summer Institute provided an intense schedule of learning and training sessions for the LTI participants. The stated objectives for the N/S-LTI-G/T participants were:

- To formulate a written State Plan or to reasses the existing State Plan in terms of the following:
  - —needs assessment
  - —objectives
  - —consideration of program options
  - —some budgetary consideration
  - —possible legislative models
- To become familiar with kinds of available resources:
  - —personnel
  - —written materials
  - —media products
- To design specific strategies for follow-up to the National Summer LTI in terms of the following:
  - —content
  - —time structure
  - —dissemination (including building public acceptance).

These tasks were to be accomplished through the efforts of the LTI core staff by providing to the participants increased competencies in the following areas:

- State of the art
- Characteristics of gifted and talented
  - —identification procedures
  - —resultant differentiated educational needs
- Current program practices
  - —program prototypes
  - —program initiation steps
  - —curriculum materials

- Teacher training (preservice and in-service) and teacher selection
- Change process in institutions
- Building of an advocacy base.

The training sessions were designed to achieve each of these goals. In the following pages an attempt to see if these goals were met is presented by giving the overall responses received from the session evaluation cards (individual session tables can be found in Appendix D), and from certain questionnaire items from the Post-Institute Reaction Sheet (Post-IRS).

Overall Opinion of the Training Sessions

Presentations. The LTI participants felt that the presentations given during the Institute were for the most part excellently done with the rating of "good" closely following. Table 18 shows that 58% of the participants who responded to the question on the Post-IRS felt that the presentations were "very good" and 39% felt that they were "good." Ninety percent of the respondents felt it was of "maximum importance" that the LTI had capable and qualified instructors.

The staff utilized during the 2-week Institute are generally recognized "experts" in the field of the gifted. They appear to have taken this task seriously, and worked very hard. The quality of guidance and instruction the participants received was unquestionably valuable.

Environment. The environment of the session meetings was a problem continuously throughout the Institute. Rooms were hot, there was poor ventilation, improper lighting and continuous interruptions from the outside caused discomfort. Over a third of the respondents (Table 19) thought that the conditions were generally either "poor" or "very poor." Twenty-six percent felt that they were "barely acceptable" while 34% felt they were "good." Only 6% (4 people) felt they were "very good." More than half of the respondents (62%) believed the environment to be only "moderate to maximum" in importance whereas almost a third believed it to be of "maximum" importance.

The LTI staff could not do much to correct the environment because there was not enough extra space available to make changes. However, as the Institute progressed, people paid less attention to their environment and more to the subject matter.

Quality of Materials. As expected, only a small percentage of individual training sessions had materials presented. The question on the session evaluation card asked for the respondent to rate the quality of materials presented at each session. Most of the respondents indicated that the question was not applicable to the session and rightfully so. This was coded as a "no response" to the question.

TABLE 18

LTI PARTICIPANTS' FEELINGS ABOUT THE QUALITY OF INSTRUCTORS AT THE INSTITUTE

QUALITY			IMPORTANCE		
Response Category	N	Percent	Response Category	N	Percent
Very Poor	-	-	Minimum Importance	-	-
Poor	-	-	Min-Mod Importance	-	-
Barely Acceptable	1	1%	Moderate Importance	2	3%
Good	27	39%	Mod-Max Importance	5	7%
Very Good	40	58%	Maximum Importance	63	90%
No Response	2	3%	No Response	-	-
TOTAL	70	100%	TOTAL	70	100%

TABLE 19

LTI PARTICIPANTS' FEELINGS ABOUT THE QUALITY OF THE ROOM ENVIRONMENT WHERE THE SESSIONS WERE HELD

QUALITY			IMPORTANCE		
Response Category	N	Percent	Response Category	N	Percent
Very Poor	9	13%	Minimum Importance	1	1%
Poor	14	20%	Min-Mod Importance	10	14%
Barely Acceptable	18	26%	Moderate Importance	26	38%
Good	24	34%	Mod-Max Importance	24	34%
Very Good	4	6%	Maximum Importance	9	13%
No Response	1	1%	No Response	1	1%
TOTAL	70	100%	TOTAL	70	100%

Table 20 indicates the responses received from the Post-Institute Reaction Sheet on the effectiveness of published materials. Over half of the respondents (63%) felt they were "very good" and a third felt they were "good." Fifty-six percent of the participants indicated that materials are of "maximum" importance to a session while a third were between a rating of "moderate to maximum" in importance. Only 7 people or 10% felt that materials were of "moderate" importance.

A check question was designed into the Post-IRS to find out how consistent the LTI participants were in their opinion about the published materials. Table 21 shows that 94% of the respondents felt that the materials were either "good" or "very good" which corresponds with Table 20 (95% of the people checked either "good" or "very good" to this question).

The major training materials prepared to meet the needs of the LTI participants were:

- In cooperation with the National Clearinghouse for the Gifted and Talented
  - —The Identification of the Gifted and Talented
  - —Gifted and Talented Children and Youth: A Selected Guide to Resources for Information, Materials and Assistance
  - —Providing Programs for the Gifted and Talented: A Handbook
  - —Effecting Change
- Through the Ventura County Schools
  - —Developing a State Plan for the Education of Gifted and Talented Students
  - —Strengthening State and Federal Relationships in the Education of the Gifted and Talented.

Overall Satisfaction with Sessions. The LTI participants primarily indicated that they were happy with the sessions. A summary of the responses from the session evaluation forms showed that 53% thought they were excellent, 36% thought they were good, and only 11% thought they were weak. Negative comments were usually made about the environment or the scheduling of the sessions. The Institute was intense, as mentioned before, and a number of times sessions were held late in the afternoon or soon after dinner. People were usually so exhausted at the end of the day (sessions began at 8:30 a.m.) that they felt unable to properly function at those times.

Sessions should be avoided in the evenings, whenever possible, or adequate time lags for resting should be provided between sessions.

TABLE 20

LTI PARTICIPANTS' FEELINGS ABOUT THE
EFFECTIVENESS OF PUBLISHED MATERIALS AT THE INSTITUTE

QUALITY			IMPORTANCE		
Response Category	N	Percent	Response Category	N	Percent
Very Poor	-	-	Minimum Importance	-	-
Poor	1	1%	Min-Mod Importance	-	-
Barely Acceptable	3	4%	Moderate Importance	7	10%
Good	22	32%	Mod-Max Importance	23	33%
Very Good	44	63%	Maximum Importance	39	56%
No Response	-	-	No Response	1	1%
TOTAL	70	100%	TOTAL	70	100%

TABLE 21

LTI PARTICIPANTS' FEELINGS ABOUT THE USEFULNESS OF THE MATERIALS PRESENTED AT THE INSTITUTE TO SET UP OR IMPROVE PROGRAMS FOR THE GIFTED IN THEIR STATE

Response Category	N	Percent
Very poor	-	-
Poor	-	-
Barely acceptable	3	4%
Good	28	40%
Very good	38	54%
No response	1	2%
TOTAL	70	100%

Social Atmosphere. The social atmosphere of the sessions was generally very favorable. The distribution of feelings went as follows:

- Normal - 65%
- Reasonable - 26%
- Cool - 3%
- Unfriendly - 1%.

People seemed to get along well both in and out of sessions. They continually appeared to be interacting which made the whole Institute generate an atmosphere of warmth and cooperation.

Statistical Interpretation. Grand means ($\bar{x}$) and standard deviations (s) were tabulated for the five quality categories on the session evaluation cards discussed in this section. From Table 22, the social atmosphere received a $\bar{x}$ of +6.8 on a 10-point scale (see Appendix E for score interpretation). The s was 0.5 which indicates almost no variance of opinion among the participants about the atmsophere of the sessions. The quality of presentations, materials and overall satisfaction with the sessions received an $\bar{x}$ of approximately +6.0 with an s = 1. Again, no extreme variance among the participants on these categories was indicated. The quality of the environment received an $\bar{x}$ = +3.4 which is somewhat lower than the quality rating of the other categories with a higher s of 1.4.

The findings from the Post-Institute Reaction Sheet were slightly more dramatic and somewhat controversial concerning satisfaction with the quality of instructors, materials and room environment. The controversy is indicated by the large standard deviations. These measures of overall satisfaction were derived from two-part scales measuring the importance and quality of the various parameters of interest. Using two-part scales tends to inflate the standard deviation because it emphasizes individual differences. The data in Table 23 indicates that the participants agreed that the instructors were excellent, and it is very important to have high-quality people leading the training sessions ($\bar{x}$ = +9.2 with an s = 1.6). The participants also felt that the materials were satisfactory and of good quality (an $\bar{x}$ = +7.9 was calculated with an s = 3.2).

The room environment received an x = +0.8 and an s = 5.5. The participants had a high variance of opinion on this item plus indicating a very low rating of satisfaction. This factor showed the least amount of satisfaction. The large standard deviation indicates that many people felt quite negative while some others were reasonably satisfied. Nevertheless, this is clearly an area requiring attention for the next LTI.

TABLE 22

STATISTICAL DATA ON PARTICIPANTS' OVERALL OPINION OF THE TRAINING SESSIONS

Category	$\bar{x}$	s
Social Atmosphere	6.8	0.5
Quality of Presentations	6.1	1.2
Quality of Materials	6.0	1.0
Overall Satisfaction	5.7	1.0
Quality of Environment	3.4	1.4

TABLE 23

STATISTICAL DATA ON PARTICIPANTS' FEELINGS
CONCERNING INSTRUCTORS, MATERIALS AND ROOM ENVIRONMENT

Category	$\bar{x}$	s
Quality of Instructors	9.2	1.6
Quality of Materials	7.9	3.2
Quality of Room Environment	0.8	5.5

Tabulations of Session Evaluation Cards

Tabulations of the individual training sessions held during the two weeks of the Institute can be found in Appendix D. The participants were to fill out a session evaluation card for each session they attended. The quality of the presentations, the quality of the materials, the quality of the room environment, the overall satisfaction with each session, and the quality of the social atmosphere were evaluated. The tables include the percent response in each of these categories, the classification of the session (large, medium, etc.), the specific session leader(s) and the comments expressed about each of the sessions. However, note should be taken that not all sessions are included. Several problems arose which resulted in incomplete data:

- Participants did not include enough information on a number of the cards to distinguish which sessions they were evaluating.
- Several times during the Institute the consultants conducted more than one session per day. At times, the participants would only include the consultants' names, thus, it was difficult to tell which session the respondent was referring to.
- Attendance was not taken at the sessions which prevented any form of follow-up of people who did not return cards.
- Evaluation cards were not received for a few of the sessions.

For future Institutes a sign-in procedure should be used plus a head-count to ensure that proper and accurate feedback is occurring. Much potentially useful data had to be discounted because no control on attendance was employed.

Meeting the LTI Objectives

Table 24 shows the LTI participants' overall opinion on whether the LTI was effective in terms of their original expectations. Fifty percent of the people rated their satisfaction as "very good" and 43% rated it as "good." Only 5 people or 7% felt that the LTI did not fully meet their needs ("barely acceptable.") Thus, an astounding 93% of the participants were happy with the total program. This was an unusually high percentage of satisfaction.

Ratings of Quality and Importance of LTI Objectives. A list of expectations was generated from the participants on the Pre-Institute Reaction Sheet. Tabulation of these sheets was done on-site and categorized according to the objective headings outlined by the LTI staff. They were:

- Expectations relating to state plan
- Expectations relating to resources
- Expectations relating to follow-up.

TABLE 24

LTI PARTICIPANTS' FEELINGS ABOUT THE OVERALL EFFECTIVENESS OF THE LTI IN TERMS OF THEIR ORIGINAL EXPECTATIONS

Response Category	N	Percent
Very Poor	-	-
Poor	-	-
Barely Acceptable	5	7%
Good	30	43%
Very Good	35	50%
No Response	-	-
TOTAL	70	100%

This list was incorporated into the Post-IRS as a question where the participants were asked to rate the quality and importance of each item.

Table 25 lists all of these expectations under the appropriate heading. A discussion of each category is presented separately.

Expectations Relating to State Plan. The participants seemed to feel their expectations related to writing a state plan were adequately covered. In fact, most of the participants rated the quality as "good" with "very good" trailing close behind. Items 6, 7, and 8, however, dealing with teacher training identification and state assessment procedures for gifted programs were rated more in the "barely acceptable" category, where a third or more of the group felt that the topics were not covered well at all.

In looking at the "importance" section (right side of table), most of the participants felt the items were of maximum importance. The three areas participants thought should receive highest priority were:

- Ideas for teacher training
- Increased knowledge of program planning alternatives
- Good criteria for selecting teachers for the gifted.

Means and standard deviations were calculated for each expectation to indicate the relative satisfaction participants had for each item. Table 26 lists, by most to least satisfied, the items mentioned under "expectations relating to state plan." The participants were moderately satisfied ($\bar{x}$ = +7.1) with the amount of increase in insight they received needed to develop a comprehensive state plan. However, with an s of 4.0, it shows a rather large variation of opinion within the LTI group. The other expectations, for instance, increased knowledge of identification procedures, program planning alternatives, and ways to improve legislation or definition of gifted and talented, were also quite satisfactory but also having an s of approximately 5.0.

The data from this table points up again that the participants were not very satisfied with the information received on teacher training or selection, or the ways to conduct a state assessment of gifted and talented education. The s of these three items averaged around 6.0 with $\bar{x}$ scores falling around +3.7. Basing this on the 10-point scale, the participants were hardly satisfied with the way these expectations were handled.

There were three other questions on the Post-IRS that related specifically to the state plan. A discussion of these is presented here.

A state position paper was to be written by each state team prior to writing the state plan. Table 27 indicates that 80% of the participants felt comfortable with their state position paper while 87% felt that they had developed a workable state plan to take back to the states (see Table 28). Also, the participants were asked to comment on what significant

TABLE 25

LTI PARTICIPANTS' FEELINGS ABOUT THE QUALITY AND IMPORTANCE OF THE EXPECTATIONS THEY HAD PRIOR TO THE START OF THE INSTITUTE*

	QUALITY														IMPORTANCE													
	Very Poor		Poor		Barely Acceptable		Good		Very Good		No Response		Total		Minimum		Min-Mod		Moderate		Mod-Max		Maximum		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A. *Expectations relating to state plan:*																												
1. *Increased insight needed to develop a comprehensive state plan.*	1	2	1	2	9	14	29	44	23	35	3	5	66	100	1	2	–	–	3	5	24	36	36	55	2	3	66	100
2. *A specific definition for "Gifted and talented."*	2	3	2	3	13	20	23	35	23	35	3	5	66	100	2	3	3	5	9	14	24	36	27	41	1	2	66	100
3. *Increased knowledge of identification procedures.*	1	2	1	2	11	17	30	45	20	30	3	5	66	100	1	2	–	–	8	12	17	26	37	56	3	5	66	100
4. *Increased knowledge of program planning alternatives (i.e., techniques and approaches etc.)*	1	2	3	5	11	17	30	45	16	24	5	8	66	100	–	–	–	–	4	6	17	26	41	62	4	6	66	100
5. *Insight into how to improve legislation for the gifted.*	2	3	2	3	7	11	35	53	17	26	3	5	66	100	3	5	–	–	7	11	20	30	34	52	2	3	66	100
6. *Ideas for teacher training.*	3	5	7	11	23	35	20	30	10	15	3	5	66	100	–	–	1	2	8	12	11	17	45	68	1	2	66	100
7. *Knowledge of how to conduct a state assessment of present conditions in education for G.T. youth.*	3	5	5	8	20	30	25	38	9	14	4	6	66	100	2	3	2	3	8	12	22	33	29	44	3	5	66	100
8. *Good criteria for selecting teachers for the gifted.*	4	6	2	3	22	33	24	36	11	17	3	5	66	100	1	2	2	3	6	9	17	26	38	58	2	3	66	100
B. *Expectations relating to resources:*																												
1. *Increased knowledge of what is happening in education of the gifted and talented.*	2	3	3	5	2	3	20	30	37	56	2	3	66	100	–	–	1	2	1	2	15	23	48	73	1	2	66	100
2. *Interaction with leaders in research and programming for the gifted.*	–	–	–	–	4	6	22	33	38	58	2	3	66	100	–	–	–	–	2	3	18	27	45	68	1	2	66	100
3. *To develop a closer working relationship with other states in my region.*	2	3	4	6	12	18	26	39	16	24	6	9	66	100	1	2	4	6	13	20	21	32	23	35	4	6	66	100
4. *Increased awareness of information sources on the gifted.*	–	–	3	5	5	8	21	32	35	53	2	3	66	100	–	–	1	2	4	6	20	30	41	62	1	2	66	100
5. *Exchange of ideas with other states.*	2	3	2	3	7	11	26	39	27	41	2	3	66	100	1	2	2	3	7	11	20	30	34	52	2	3	66	100
C. *Expectation related to follow-up:*																												
1. *Insight into the problem of planning for improved public relations.*	–	–	4	6	11	17	29	44	19	29	3	5	66	100	–	–	–	–	1	2	21	32	42	64	2	3	66	100

*These expectations were generated by the participants from the question on the Pre-Institute Reaction sheet that asked, "What are your major expectations from this Institute?" ORI presented this list on the Post-Institute Reaction Sheet asking for a ranking of the quality and importance of each item.

TABLE 26

STATISTICAL DATA ON PARTICIPANTS' EXPECTATIONS RELATING TO STATE PLAN

Category	$\bar{x}$	s
Increased insight needed to develop a comprehensive state plan	7.1	4.0
Insight into how to improve legislation for the gifted	6.4	4.8
Increased knowledge of program planning alternatives (i.e., techniques and approaches, etc.)	6.1	5.0
Increased knowledge of identification procedures	6.1	4.8
A specific definition for "Gifted and Talented"	5.8	4.7
Good criteria for selecting teachers for the gifted	4.2	5.6
Knowledge of how to conduct a state assessment of present conditions in education for G/T youth	3.8	5.6
Ideas for teacher training	3.2	6.0

TABLE 27

LTI PARTICIPANTS' FEELINGS ABOUT BEING COMFORTABLE WITH THEIR STATE POSITION PAPER

Response Category	N	Percent
Yes	56	80%
No	6	9%
No response	8	11%
TOTAL	70	100%

TABLE 28

LTI PARTICIPANTS' FEELINGS ABOUT WHETHER
THE STATE PLAN THEY EVOLVED WAS A WORKABLE ONE

Response Category	N	Percent
Yes	61	87%
No	1	1%
No response	8	12%
TOTAL	70	100%

experience they encountered in preparing the state plan. Approximately half of the participants did not respond to the question. But of those who did, 19% felt that the leadership of the team leader and the cooperation of the state team was excellent. Table 29 lists the responses.

Expectations Relating to Resources. Referring again to Table 25, the participants indicated clearly that the items under "expectations relating to resources" were well presented at the Institute. The majority of the group rated items "good" or "very good." Over half of the participants felt that three areas were especially well covered and were given a predominance of "very good" ratings. They were:

- Interaction with leaders in research and programming for the gifted (58%)
- Increased knowledge of what is happening in education of the gifted and talented (56%)
- Increased awareness of information sources on the gifted and talented (53%).

The first two expectations listed above were also thought to be of maximum importance in relation to resources. Seventy-three percent of the group felt that knowledge of what is happening in the gifted field is very important and 68% felt that interacting with leaders of the gifted is also of maximum importance.

Table 30 indicates the relative satisfaction participants had in regard to the expectations relating to resources. Again, they are ranked according to the most to least satisfied by the LTI group. The participants agreed ($s = 2.5$) that they were quite satisfied with the interaction they had received with the leaders in research and programming for the gifted. (An $\bar{x} = +8.5$ was given on this point.) The items dealing with increased awareness of information sources and increased knowledge of happenings in gifted education were given high means also, approximately $\bar{x} = 7.4$ and 7.3, respectively, indicating their overall satisfaction. However, the s's were 4.3 and 5.3, respectively, indicating considerable variation among the LTI participants on these points.

The last two items, the exchange of ideas with other states and the development of a closer working relationship with states, were ranked with a moderate degree of satisfaction, $\bar{x}$'s = 6.7 and 5.2, respectively. The s's averaged 4.5 which is also an extreme amount of variation among the group.

Expectations Related to Follow-Up. Only one expectation was generated by the participants in regard to follow-up; insight into the problems of planning for improved public relations. Forty-four percent of those who responded thought the quality of knowledge gained was "good." A third thought it to be "very good."

TABLE 29

LTI PARTICIPANTS' COMMENTS ON THE SIGNIFICANT EXPERIENCES THEY ENCOUNTERED DURING THE PREPARATION OF THE STATE PLAN

Response Category	N	Percent
Excellent leadership from team leader and cooperation of state team	13	19%
Ability to talk with researchers, consultants and state directors individually	9	13%
None	4	6%
Had state plan prior to the LTI	3	4%
Each member of team saw problem differently and consequently, had different objectives	2	3%
Assignment of a consultant to states that had no plan whatsoever in the gifted	2	3%
Difficult to plan realistically when knowledge of resources is unknown	1	1%
State plan was a wasted exercise	1	1%
Hopeful that the state plan will be operable and supported by legislation	1	1%
No response	34	49%
TOTAL	70	100%

TABLE 30

STATISTICAL DATA ON PARTICIPANTS' EXPECTATIONS RELATING TO RESOURCES

Category	$\bar{x}$	s
Interaction with leaders in research and programming for the gifted	8.5	2.5
Increased awareness of information sources on the gifted	7.4	4.3
Increased knowledge of what is happening in education of the gifted and talented	7.3	5.3
Exchange of ideas with other states	6.7	4.3
To develop a closer working relationship with other states in my region	5.2	4.7

The $\bar{x}$ for the level of satisfaction concerned with this expectation was $\bar{x} = 6.3$ and an $s = 5.0$. Variability was extremely high here, too, as it was for most of the expectations.

Summary Findings. An overall $\bar{x}$ and s were calculated for the overall level of satisfaction felt by the participants concerning all expectations. The data indicate an $\bar{x} = 5.9$ with an $s = 4.9$, which indicates a relative satisfaction of the entire group with much variation in opinion.

LTI PARTICIPANTS' REACTION TO VARIOUS ASPECTS ABOUT THE LTI

There were various questions on the Post-Institute Reaction Sheet that asked the participants about general feelings they had concerning different aspects of the Institute. This included the use of gifted youth in the Institute, specific questions on ways the LTI experience influenced them, and the participants' overall opinion about the Institute. A discussion of each area is presented in this section.

Use of Gifted Youth at the Summer Institute

Gifted high school students participated in the Institute for one day during the second week of the Institute. Their primary purpose was to react to the state teams' state plan by inputting and criticizing what had been prepared.

Table 31 indicates that over half (54%) of the LTI participants who responded felt that the use of gifted students was a good idea, but that the students did not contribute much. There were, however, 27% of the group who did feel that the youth had some positive influence on the sessions. A check question was incorporated into the Post-IRS on this point. In Table 32, 37% of the participants felt that the idea of using gifted students was "good," 23% felt it was "barely acceptable" and only 5 people or 7% felt the idea was "very good." These answers do not fully agree with those discussed above. It appears that the respondents were a little unsure of themselves about the use of the students which caused the discrepancy between the two questions.

The LTI participants had mixed feelings concerning the "importance" of using gifted students. A third considered it to be of "moderate to maximum" importance, a fifth thought it to be of "moderate" importance and, almost a quarter rated it "maximum" in importance. Again, the respondents didn't seem to understand what role the students were to play, thus the mixed feelings about their usefulness or importance. This was evidenced in the actual sessions. A portion of all these sessions were observed and it was noted that the students were asked not about their opinion on the state plans, but about their experiences as gifted children.

A good deal of time was spent talking to the students to understand their feelings about the conference and their role. It became clear that this was a diverse group with a number of socially inhibited members. There was

TABLE 31

LTI PARTICIPANTS' FEELINGS ABOUT THE PARTICIPATION OF HIGH SCHOOL STUDENTS IN THE INSTITUTE

Response Category	N	Percent
I feel that the high school students' input contributed significantly to the overall effectiveness of the LTI.	19	27%
I feel that the high school students were a nice touch but they did not contribute much input into the LTI.	38	54%
I feel that the use of the high school students was a mistake.	7	10%
No response.	6	9%
TOTAL	70	100%

TABLE 32

LTI PARTICIPANTS' FEELINGS ABOUT THE USE OF GIFTED YOUTH AT THE INSTITUTE

QUALITY			IMPORTANCE		
Response Category	N	Percent	Response Category	N	Percent
Very Poor	5	7%	Minimum Importance	4	6%
Poor	12	17%	Min-Mod Importance	6	9%
Barely Acceptable	16	23%	Moderate Importance	15	21%
Good	27	39%	Mod-Max Importance	22	31%
Very Good	5	7%	Maximum Importance	17	24%
No Response	5	7%	No Response	6	9%
TOTAL	70	100%	TOTAL	70	100%

general agreement among the students that the term "gifted" or "superior" put them on the defensive. Some felt that team members saw them as a curiosity, while others felt the team respected their opinions. It appears that most was accomplished in the groups that treated the students as intelligent people (perhaps as equals). Less was accomplished in the groups where curiosity got the best of the situation and the children felt on display.

Ten percent of the LTI participants indicated that the use of gifted students in the Institute was a mistake (Table 31). However, from Table 33, the reason most often given was the children should have been involved from the beginning of the Institute so they could have clearly understood their roles. The participants did not say they should not have been involved at all.

The session evaluation card presenting the data on the gifted session (see Appendix D) points out that the participants were quite happy with the session. Fifty-nine percent of the respondents rated their overall satisfaction with the session as "excellent" and 28% rated it as "good." The student presentations were equally satisfying to the participants.

Areas of LTI Influence

There were several questions on the Post-Institute Reaction Sheet that asked how the LTI might have influenced the participants' opinions concerning gifted education. A discussion of each is presented below.

Values. Certain ideas were expressed throughout the Institute about the gifted which may have been or may not have been consistent with those felt by the participants. Table 34 indicates that the participants either agreed consistently (23%) with the Institute ideas or found that "their ideas only agree sometimes" (77%) with those of the Institute's.

Philosophy. Thirty-six percent of the respondents felt that the LTI experience did not change their philosophical position. From Table 35, however, various respondents indicated how their position had changed. Almost a fifth indicated that their position concerning the gifted had been reinforced because of the ideas put forth in the Institute. Other reasons such as the need for special classes for the gifted and that any parent might have a gifted child were given.

Motivation. Most of the LTI participants (63%) admitted that they became motivated to develop opportunities for the gifted through their participation in the Institute. Thirty-seven percent, however, already had prior intentions to develop programs (see Table 36).

Insights Into Needs and Aims of the Gifted. Table 37 indicates that 90% of the respondents felt that their insight into the needs and aims of the gifted had been improved. Table 37-A lists the ways the needs and aims had

TABLE 33

LTI PARTICIPANTS' FEELINGS AS TO WHY THE USE OF HIGH SCHOOL STUDENTS AT THE INSTITUTE WAS A MISTAKE

Response Category	N
Children should have been involved from the beginning in order to understand their role as a participant	8
Felt children were uncomfortable in role (personal reaction)	3
Children have had no prior experience on state guidelines or mandates to react to state plan	2
High school students are unobjective about school experiences; recomment 6th and 7th graders or college students	1
TOTAL	14

TABLE 34

LTI PARTICIPANTS' FEELINGS ABOUT WHETHER THEIR OWN VALUES WERE CONSISTENT WITH THE IDEAS EXPRESSED BY THE INSTITUTE

Response Category	N	Percent
Always	16	23%
Sometimes	54	77%
Rarely	-	-
Never	-	-
No response	-	-
TOTAL	70	100%

TABLE 35

LTI PARTICIPANTS' FEELINGS AS TO HOW THE LTI EXPERIENCE CHANGED THEIR PHILOSOPHICAL POSITION CONCERNING THE GIFTED

Response Category	N	Percent
No change	25	36%
Reinforced position concerning the gifted	13	19%
The need for programs for the gifted that are different from the regular classroom	5	7%
The need to become as knowledgable about the gifted as possible	3	4%
Motivation to become more politically active	3	4%
Greater concern now for the under-achiever	2	3%
Realization of the complexity of starting a gifted program	2	3%
More insight into the needs of the very high IQ child	2	3%
To stress the fact to parents that anyone might have a gifted child	1	1%
No response	14	20%
TOTAL	70	100%

TABLE 36

LTI PARTICIPANTS' FEELINGS ABOUT BEING MOTIVATED BY THE INSTITUTE TO DEVELOP OPPORTUNITIES FOR THE GIFTED

Response Category	N	Percent
Yes	44	63%
No, I was already motivated	26	37%
No, I've lost interest	-	-
No response	-	-
TOTAL	70	100%

TABLE 37

LTI PARTICIPANTS' OPINION AS TO WHETHER THEIR INSIGHT INTO THE NEEDS AND AIMS OF THE GIFTED HAS BEEN IMPROVED

Response Category	N	Percent
Yes	63	90%
No	7	10%
TOTAL	70	100%

TABLE 37-A

LTI PARTICIPANTS' OPINION INTO THE WAYS IN WHICH INSIGHTS INTO THE NEEDS AND AIMS OF THE GIFTED HAS BEEN IMPROVED

Response Category	N	Percent
Organized thinking on starting a program	9	14%
Better idea of what is being done in other states	9	14%
More aware of gifted problems	8	13%
Reinforced own concepts	8	13%
Increased knowledge of federal program structure	7	11%
Expanded own definition of gifted and talented	6	10%
Understood parent role in local programs	4	6%
Curriculum suggestions presented	3	5%
Understand regional differences	2	3%
Importance of developing an advocacy base	2	3%
Appreciation of funding patterns, how to stretch $	1	2%
No response	4	6%
TOTAL	63	100%

been improved. (A question on the Post-IRS asked how much their insight improved, but the respondents only indicated the ways in which they improved.) Only 7 people felt that their insights had not been improved. Table 37-B lists what could have been done to improve them. (Several people gave more than one reason to this question, thus the total of 19 in the table.)

Insights Into Politics of Decision-Making. Much of the Institute stressed the techniques needed to approach state or local people on the need for education for the gifted and talented. Table 38 indicates that 83% of the participants felt they gained insight into the politics of decision-making and thought that what they did learn was very useful. Only 17% of the people felt that they did not gain insight. They thought that there should have been more people at the Institute who were knowledgeable in the field of decision-making.

Useful Information. Table 39 lists what ideas the respondents felt to be unexpected but useful information gained during the Institute. There is not much consensus from the group, in fact, the concepts range from very broad aspects of the Institute to ideas gained from individual sessions.

Other Factors Important to the Participants. A general question on the Post-IRS asked the participants what other factors were important to them that they might have gained from the Summer Institute. Table 40 lists the responses the participants generated. Over half of the people (63%) felt that meeting other participants and consultants at the Institute was very important to them. The Institute brought together the top experts in the field of gifted education plus engaging people highly interested and motivated in the gifted sector of society. Other reasons dealt with the structure of the LTI, the environment, and the individual sessions.

General Impressions About the Summer LTI

The environment of an institute, such as the LTI, and the overall organization and management of it is very important to the overall satisfaction of the participants. Questions were included on the Post-IRS questionnaire asking for this kind of information.

Location of the LTI. Most of the LTI participants who responded to the question felt that the location of the Institute in Squaw Valley, California, was "good" (35%) or "very good" (36%). Table 41 shows that the other third (approximate) of the group rated it "barely acceptable" to "very poor." From looking at the importance section of the Table (Table 41), the population was split in opinion about the importance of the location; almost equal thirds rated it from "moderate" in importance to "maximum" in importance.

Quality of Accommodations. Table 42 shows what the respondents thought about the accommodations they had during the 2-week Institute. Sixty-six percent thought the quality was "good" or "very good". The other third of the group felt some dissatisfaction with what was available.

TABLE 37-B

LTI PARTICIPANTS' OPINION ON HOW INSIGHTS INTO THE NEEDS AND AIMS OF THE GIFTED COULD HAVE BEEN IMPROVED

Response Category	N
Presentation of prototype or exemplary programs	5
Discussion of the kinds of children this program serves and how to meet their needs	4
Conducting role playing sessions stressing leadership training	2
Should have been paired with states who had existing programs	2
More individual help on programs needed	1
More discussion on teacher training	1
Have more people at Institute who are not educators	1
Make gifted students real participants	1
More parent involvement	1
More interaction, less discussion	1
TOTAL	19

TABLE 38

LTI PARTICIPANTS' OPINION AS TO WHETHER THE INSTITUTE HELPED THEM GAIN INSIGHT INTO THE POLITICS OF DECISION-MAKING IN EDUCATION FOR THE GIFTED AND TALENTED

Response Category	N	Percent	Response Category	N	Percent
YES	58	83%	NO	12	17%
How much has it been improved?			What could have been done to improve it?		
Minimally, barely useful	2	3%	Have more people at the Institute who are involved in decision-making tasks	7	58%
Less than expected, but useful	3	5%			
As expected, very useful	23	40%	Was aware prior to the institute of the politics of decision-making	4	34%
More than expected, very useful	20	34%			
Far more than expected, very useful	8	14%	A devil's advocate panel who disagree with programs for the gifted	1	8%
No response	2	3%			
TOTAL	58	100%	TOTAL	12	100%

TABLE 39

LTI PARTICIPANTS' FEELINGS AS TO WHAT UNEXPECTED BUT USEFUL INFORMATION THEY OBTAINED FROM THE LTI EXPERIENCE

Response Category	N	Percent
Team mobilization and spirit	6	9%
Findings on the strengths and weaknesses of gifted programs in other states	5	7%
Programs in other states	5	7%
How important 't is to become committed to the gifted cause	5	7%
Learning from others	4	6%
Help received on legislation	4	6%
Curriculum design suggestions	4	6%
Personal insight	4	6%
Information received relative to the education of children with learning disabilities	3	4%
None	3	4%
Resource library	3	4%
Experience of writing the state plan	3	4%
Which consultants would be of greatest value for future reference	2	3%

TABLE 39 (Cont)

Response Category	N	Percent
Handout materials	2	3%
Stallings Environmental-Based Screen	2	3%
Strength of parent groups around the country	2	3%
Ideas for teacher training	2	3%
Knowledge of funds available for programs for American Indians	1	1%
Evaluation of the quality of local programs not labeled gifted	1	1%
Awareness of the complexities of evaluation processes	1	1%
Factual statistics	1	1%
No response	12	17%
TOTAL	70	100%

TABLE 40

LTI PARTICIPANTS' FEELINGS AS TO WHAT OTHER FACTORS WERE IMPORTANT TO THEM AT THE INSTITUTE

Response Category	N	Percent
Meeting other participants and consultants	45	64%
Access to resource material and library	8	11%
Opportunity to be a member of state team	7	10%
Consultants willingness to share knowledge and experience	6	9%
Information obtained on other programs in the states	5	7%
Facilities and extra-curricular activities	3	4%
Program planning information	2	3%
Legislative sessions	2	3%
Individual assistance received on state plan	2	3%
Involvement of parents in local groups	1	1%

TABLE 40 (Cont)

Response Category	N	Percent
Advocacy-based session	1	1%
Emphasis placed on the need for more gifted research	1	1%
Development of a final product (state plan)	11	1%
Diversity of representation	1	1%
Philosophy, goals and definition of the gifted and talented	1	1%
No response	16	23%
TOTAL	102*	143%

* Total exceeds (N=70) because a respondent could have given more than one answer. Percent based on 70.

TABLE 41

LTI PARTICIPANTS' FEELINGS ABOUT THE EFFECTIVENESS OF THE LOCATION OF THE INSTITUTE IN SQUAW VALLEY

QUALITY			IMPORTANCE		
Response Category	N	Percent	Response Category	N	Percent
Very Poor	3	4%	Minimum Importance	3	4%
Poor	5	7%	Min-Mod Importance	2	3%
Barely Acceptable	12	17%	Moderate Importance	22	31%
Good	24	35%	Mod-Max Importance	22	31%
Very Good	25	36%	Maximum Importance	19	28%
No Response	1	1%	No Response	2	3%
TOTAL	70	100%	TOTAL	70	100%

TABLE 42

LTI PARTICIPANTS' FEELINGS ABOUT THE QUALITY OF THEIR ACCOMMODATIONS AT THE INSTITUTE

QUALITY			IMPORTANCE		
Response Category	N	Percent	Response Category	N	Percent
Very Poor	6	9%	Minimum Importance	3	4%
Poor	4	6%	Min-Mod Importance	9	13%
Barely Acceptable	13	19%	Moderate Importance	21	30%
Good	32	46%	Mod-Max Importance	28	40%
Very Good	15	20%	Maximum Importance	9	13%
No Response	-	-	No Response	-	-
TOTAL	70	100%	TOTAL	70	100%

Complaints were received from some people about the rooms, food, etc., in the beginning, but as the Institute progressed, people forgot about these things and became more interested in the subject matter and the people around them.

Length of the Institute. About 2/3 of the LTI participants who responded to the questionnaire felt that two weeks was suitable for the length of the Institute. Over a third, however, felt it to be "barely acceptable" to "poor." The length of an institute is rather important to participants. Table 43 shows that 89% of the respondents felt the length of the Institute to be "moderate-maximum" in importance to "maximum" in importance. Only 17% felt it to be "moderate" in importance.

Extra-Curricular Activities. The LTI did not provide only work for the people. Because of the beautiful surroundings of Squaw Valley, many recreational activities were planned for the group during their 2-week stay. Table 44 shows that the majority of the respondents (92%) thought the quality of activities provided was either "good" or "very good." However, not all agree that extra-curricular activities are that important. The respondents were divided among the choices of "moderate" to "maximum" in importance.

Organization and Execution of the Summer LTI. Eighty-three percent of the LTI respondents felt that the organization and execution of the LTI was done with great style and precision. The other 17% (Table 45) had mixed feelings about this point.

Table 46 describes the quality and importance of the effectiveness of the Institute management. The majority of the population felt the quality to be "good" or "very good" and the importance to be of "maximum" concern. The overall program of the Institute was also considered to be excellently done and important to the success of an institute (Table 47).

Statistical Interpretation

The means and standard deviations were calculated for the items dealing with the general impressions the participants had concerning the N/S-LTI-G/T. These items were ranked from most to least in level of satisfaction. (See Table 48.)

Management effectiveness was ranked very high in satisfaction by the participants with an $\bar{x} = +8.6$ and an $s = 3.0$. Extra-curricular activities were closely following in level of satisfaction ($\bar{x} = 6.5$, $s = 3.3$). The location of the LTI and its length were somewhat less satisfactory to the LTI participants along with a great deal of variability ($\bar{x} = 4.2$, 4.1, respectively and $s = 5.8$, 5.3, respectively). The quality of accommodations received a barely satisfactory ranking where the s was almost twice the $\bar{x}$. This indicates that the participants had a very broad spectrum of opinion, some really liking the accommodations, whereas some feeling it to be uninhabitable.

TABLE 43

LTI PARTICIPANTS' FEELINGS ABOUT THE LENGTH OF SUMMER INSTITUTE

QUALITY			IMPORTANCE		
Response Category	N	Percent	Response Category	N	Percent
Very Poor	3	4%	Minimum Importance	-	-
Poor	5	7%	Min-Mod Importance	-	-
Barely Acceptable	15	21%	Moderate Importance	12	17%
Good	35	50%	Mod-Max Importance	28	40%
Very Good	9	14%	Maximum Importance	27	39%
No Response	3	4%	No Response	3	4%
TOTAL	70	100%	TOTAL	70	100%

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TABLE 44

LTI PARTICIPANTS' FEELINGS ABOUT EXTRA-CURRICULAR ACTIVITIES AT THE INSTITUTE

QUALITY			IMPORTANCE		
Response Category	N	Percent	Response Category	N	Percent
Very Poor	-	-	Minimum Importance	1	1%
Poor	2	3%	Min-Mod Importance	4	6%
Barely Acceptable	3	4%	Moderate Importance	26	37%
Good	22	32%	Mod-Max Importance	23	33%
Very Good	42	60%	Maximum Importance	15	22%
No Response	1	1%	No Response	1	1%
TOTAL	70	100%	TOTAL	70	100%

TABLE 45

LTI PARTICIPANTS' FEELINGS ABOUT THE QUALITY OF THE ORGANIZATION AND EXECUTION OF THE SUMMER LTI

Response Category	N	Percent
Done with great style and precision	58	83%
Creative in concept, but poorly organized	3	4%
Well organiz .d, but dull	4	6%
Poorly organized and dull	-	-
A waste of my good time	-	-
Other	4	6%
No response	1	1%
TOTAL	70	100%

TABLE 46

LTI PARTICIPANTS' FEELINGS ABOUT THE
EFFECTIVENESS OF INSTITUTE MANAGEMENT

QUALITY			IMPORTANCE		
Response Category	N	Percent	Response Category	N	Percent
Very Poor	1	1%	Minimum Importance	-	-
Poor	-	-	Min-Mod Importance	-	-
Barely Acceptable	2	3%	Moderate Importance	1	1%
Good	29	42%	Mod-Max Importance	13	19%
Very Good	38	54%	Maximum Importance	56	80%
No Response	-	-	No Response	-	-
TOTAL	70	100%	TOTAL	70	100%

TABLE 47

LTI PARTICIPANTS' FEELINGS ABOUT THE APPROPRIATENESS OF THE OVERALL PROGRAM AT THE INSTITUTE

QUALITY			IMPORTANCE		
Response Category	N	Percent	Respc ıse Category	N	Percent
Very Poor	-	-	Minimum Importance	-	-
Poor	-	-	Min-Mod Importance	-	-
Barely Acceptable	3	4%	Moderate Importance	1	1%
Good	33	47%	Mod-Max Importance	14	20%
Very Good	34	49%	Maximum Importance	55	79%
No Response	-	-	No Response	-	-
TOTAL	70	100%	TOTAL	70	100%

TABLE 48

STATISTICAL DATA ON LTI PARTICIPANTS' GENERAL IMPRESSIONS ABOUT THE SUMMER LTI

Category	$\bar{x}$	s
Management effectiveness	8.6	3.0
Extra-curricular activities	6.5	3.3
Location of the LTI	4.2	5.3
Length of Institute	4.1	5.8
Quality of accommodations	3.1	5.4

V. INTERVIEWS WITH COGNIZANT LTI PERSONNEL

Personal interviews were conducted with cognizant personnel involved in the planning and implementation of the first Summer LTI after the close of the Institute. A copy of the guidelines used during the interviews can be found in Appendix B.

A general discussion of the opinions received on each question is presented. Names are not used in the following discussion because anonymity is a small price for honesty. Reliable comments indicating true feelings are far more important than names in an evaluation.

Table 49 gives a summary of the representative agency or position(s) of the people interviewed and the number of individuals from each group who were contacted. Attempts were made to interview other representatives, but circumstances prevented contact.

PLANNING ROLE IN THE SUMMER LTI

The interviewees were asked to define what their roles were during the planning of the Summer LTI. The official description of the individuals' roles had been gathered prior to the interviews (see p. 24), but the evaluation team wanted each person to give his own role perception. This approach provided a better base line for evaluating their comments. Each person perceived his (her) role as previously described.

IMPRESSIONS OF THE SUMMER LTI OPERATION

Important factors in the successful operation of the Summer LTI were the organization and management capabilities of the LTI Director, Mr. Irving Sato. A consensus of the people interviewed indicated that Mr. Sato

TABLE 49

PROFILE OF PEOPLE INTERVIEWED

Agency or Position	Number of People Interviewed
USOE, Office of the Gifted and Talented	3
State of Illinois	2
Ventura County, California	3
Executive Advisory Committee	3
Associate Directors	4
ROEs	3

made the LTI work inspite of the difficult circumstances facing him; slow funding, no salaried assistant and the vast distance of the LTI headquarters from the funding agency. About half of the group[1] indicated that the effective scheduling of complex activities at the Summer Institute partly contributed to its overall success.

TRANSFER OF THE LTI CONTRACT TO VENTURA COUNTY, CALIFORNIA

The majority of the sample indicated that transferring the contract from the State of Illinois to Ventura County would be a plus factor in the smoothness of operations for the LTI's second year. The major reasons given were:

- Close proximity to the LTI headquarters
- Prior receptivity to the contract (excellently handled the administrative work for LTI's first year)
- Positive relationship between the LTI Director and the Ventura County staff
- Ability of one agency to handle all of the decision-making responsibilities of the contract.

However, one individual had mixed feelings concerning the transfer of the project to Ventura County. The suggestion made was to have transferred the contract to an academic setting or a regional laboratory where there is more flexibility in the decision-making process and where more innovative ideas can take place. A unit of government usually carries a series of constraints which may be in the long run detrimental to the project as a whole.

CIRCUMVENTION OF PROBLEMS FOR LTI'S SECOND YEAR

Two general categories of problem areas were expressed by the interviewed group when asked how they foresaw problems being circumvented for next year. They were planning and funding.

Planning problems could be avoided for next year if the information gathered during the evaluation of this year is closely looked at and acted upon. Also, states should become involved in the project earlier than this past year so that the LTI can work with and gather input from the state teams early. The planning work should begin as soon as possible by creating "task forces" to work on specific topics necessary for the Institute sessions.

---

[1] The other half of the people interviewed were either at the Institute for only a few days or were not able to attend the Summer sessions at all.

Funding problems should be avoided or somewhat lessened this year due to the flexibility and encouragement provided by Ventura County.

PLANNING IMPROVEMENTS FOR NEXT YEAR

Various ideas were expressed by the people during the interviews on what other planning improvement ideas could be used during the planning and implementation of the second Summer LTI.

- Prepare follow-up activities more thoroughly for next year (follow-up plans for this year were thought to be loose and indefinite)
- Prepare more practical packaged materials to be handed out at the Institute covering selected aspects of teacher training to organizational plans for parent groups
- Group state teams by level of sophistication when writing the state plans
- Have more flexibility in the choice of the LTI participants
- Send LTI information to the states earlier
- Select states earlier in the planning in order to get their input on activities.

These recommendations parallel most of those expressed by the LTI participants as indicated throughout this report.

VI. CONCLUSIONS AND RECOMMENDATIONS

The data presented in this report clearly reflect the development of a successful, productive and utility-oriented Institute that brought together seemingly dedicated people concerned about gifted and talented children. The participants apparently have the enthusiasm the educational field needs to open a new area of primary concern.

The group feeling generated among the people resulted in a high order of interaction which included the LTI core staff. Although there are definite areas in the planning and structure of the Institute that need to be improved upon for future LTIs, this first attempt was well received.

This section relates the evaluation findings to the operational and implementation objectives proposed by the LTI Director and staff. Each objective is outlined and conclusions are drawn about how each was met. Recommendations and follow-up plans for next year's LTI conclude this section.

CONCLUSIONS

N/S-LTI-G/T Operational Objectives

There were specific operational objectives outlined by the LTI Director and staff. A discussion of how and if each of these objectives were met is presented.

To develop and implement a plan to provide a full-time professional staff for the N/S-LTI-G/T. This objective was to be met soon after February 1, 1973. An associate director of institute operations was to be hired to augment the LTI staff. Nevertheless, funding hold-ups and discord over the position

manpower requirements prevented this objective's accomplishment. Thus, the LTI Director conducted a one-man operation during the first year of the N/S-LTI-G/T.

To extend mechanisms and networks established earlier for regular and continued communications among central USOE, Regional OEs, States, LEAs and the N/S-LTI-G/T. Numbered memoranda were sent quarterly to ROE and SEA gifted and talented program officers to keep them up-to-date on LTI activities as they progressed. Also, the ROEs and SEAs aided the LTI Director in updating and revising a national resource pool list of qualified individuals concerned about gifted and talented children. The planned date for completion of this task was April 1, 1973, and was met. One qualified individual per region who was not part of the traditional "in group" on gifted child education was to be nominated and included as part of this resource list. Again, this objective was met and each person acted positively toward helping the LTI Director organize the first Summer Institute.

To develop and implement a plan to provide consultant services as required for effective N/S-LTI-G/T operations. There were two sub-objectives outlined under this main objective: (a) to assist at least two Regions to mobilize Regional Action Teams and (b) to assist at least 10 states with acquiring technical assistance from nearby qualified consultants.

The first of these sub-objectives was effectively accomplished as the two representative regional teams were mobilized during the first year of N/S-LTI-G/T operations. Each has had planning meetings during this year and each has mobilized to start implementation of a regional LTI. The states have developed an expanded awareness of nearby consultants during the first year of the LTI operation which fulfilled sub-bojective two. The associate directors were assigned to specific areas of the country to which they were to provide limited consultant services according to individual state needs.

To develop and implement a plan for continuous evaluation of the N/S-LTI-G/T operations. ORI was named as the subcontractor to perform the independent evaluation of the N/S-LTI-G/T after competitive bidding, by early March 1973, with hopes that they would be active during the early planning phases of the LTI. Nevertheless, delays in the contracting process held up the evaluation team for more than 2 months until May 17, 1973, at which time the planning phase of the Institute was over.

N/S-LTI G/T Program Objectives

The LTI Director and staff outlined broad program objectives for the first year. These objectives cover the Summer LTI and its expected impact.

To train selected individuals both Nationally and Regionally at regular training institutes or workshops. This objective was effectively accomplished by holding the first National Summer LTI during July 8-20, 1973, in Squaw

Valley, California. There were 17 states represented, 1 regional team and a representative nation (Canada) participating. This totaled a group of 79 people.

along with the help of the LTI Director and staff.

To develop, reproduce, and disseminate some appropriate documents and publications on gifted and talented through N/S-LTI-G/T-sponsored workshops and institutes. The first National Summer LTI provided the following documents to its participants:

- In cooperation with the National Clearinghouse for the Gifted and Talented
  - —The Identification of the Gifted and Talented
  - —Gifted and Talented Children and Youth: A Selected Guide to Resources for Information, Materials and Assistance
  - —Providing Programs for the Gifted and Talented: A Handbook
  - —Effecting Change
- Through the Ventura County Schools
  - —Developing a State Plan for the Education of Gifted and Talented Students
  - —Strengthening State and Federal Relationships in the Education of the Gifted and Talented.

The program objectives outlined the development of approximately five publications to be disseminated through workshops and/or institutes. They are to contain vital information on the education of gifted and talented children. For example, a review of identification procedures used to identify gifted and talented children and current program practices.

The documents handed out at the first Institute met these objectives. The majority of the LTI participants felt that they were effective. (See page 75.) Nevertheless, four people have noted that some of the publications contain personal bias. One document mentioned by name was The Identification of the Gifted and Talented. ORI has not reviewed these materials formally.

Feedback is presently being gathered from individuals to further refine the materials. They will be revised for final publication, where they will eventually be distributed nationally.

To increase public consciousness, awareness and knowledge about the gifted and talented. It is too soon to evaluate this objective, however, development of appropriate documents and publications was done. As stated

in the preceding paragraphs, the required documents were developed to provide information to the public. The Clearinghouse project is working closely with the LTI in this effort. Once final publication is complete, the documents should provide substantial and up-to-date information to people concerned about the education of gifted and talented children.

N/S-LTI-G/T Participants' Objectives

The following objectives were to be accomplished by the LTI participants during the two-week Institute. They are described below.

To formulate a written state plan or to reasses the existing state plan. The LTI participants' main task during the Institute was to develop a state plan or to reasses the existing state plan in terms of needs assessment, objectives, program options, budget considerations and possible legislative models. They were to become acquainted with these considerations through the training sessions, through the assistance provided by the consultants, and through published materials. This was effectively accomplished since all state teams developed a state plan at the Institute and are presently submitting them to the LTI Director in final form.[1/]

To become familiar with kinds of available resources. The LTI participants were given an introduction to available resources on the gifted and talented through the presence of "the experts" in the field of the gifted (consultants) at the Institute, through the developed materials and through the resource library, which provided a source of additional information on media products and published materials.

ORI's observations and the comments expressed by the participants indicate that the group became adequately aware of materials and resources presently available.

To design specific strategies for follow-up to the National Summer LTI. The strategies for follow-up to the National Summer LTI by the participants were to concentrate in the areas of content, time structure and dissemination. Plans for this were to be included as part of their state plan. It is too early to estimate the effectiveness of the strategies. More information will be available after the 6-9 month follow-up on the participants is complete.

1/ The LTI Director has received final written state plans from Alabama, American Samoa, Arizona, District of Columbia, Florida, Guam, Illinois, Maryland, Massachusetts, Minnesota, Nebraska, Nevada, New Jersey, Oregon, Pennsylvania, South Carolina, South Dakota, Texas and Region V.

N/S-LTI-G/T Core Staff Objectives

The LTI core staff were to provide the participants with increased competencies in various areas related to the education of gifted and talented during the Institute. A discussion of each of these tasks is given to see if they were adequately covered.

State of the Art. The state of the art of the education of the gifted and talented was presented to the participants at the outset of the training sessions. From the evaluation cards received on this session (see Appendix D), the participants felt very positive in all aspects of its presentation. The comments also reflected it to be a very meaningful and realistic presentation.

Characteristics of Gifted and Talented. Two items were to be covered during the Institute in relation to the characteristics of gifted and talented children: identification procedures and resultant differentiated educational needs. Responses generated by the questionnaire indicate that the participants felt both points were adequately covered (see Table 25, p. 84). Also, the session "Alternatives in Identification" was given a positive rating by the participants in all aspects of its presentation.

Current Program Practices. There were three areas under current program practices that were to be discussed at the Institute. They were:

- Program prototypes
- Program initiation steps
- Curriculum materials.

Several sessions were presented at the Institute covering these areas (see Appendix D):

- "Administering G/T Programs"
- "Developing Curricula for G/T Programs"
- "Legislation for the Gifted"
- "Federal/State Relation in Initiating and Maintaining G/T Programs"
- "Evaluating G/T Programs at the District and State Level."

The participants were generally favorable to each of these presentations ranking them either "very good" or "good" in the quality categories. Also, from Table 25, the participants rated the quality of the expectation "increased knowledge of program planning alternatives" as being adequately covered with 45% ranking it as "good" and 30% ranking it as "very good."

Teacher Training (Pre-Service and In-Service) and Teacher Selection. A session entitled "Training Professionals to Work with the Gifted" was presented to the participants. Thirty-three people evaluated the session giving it either a "very good" or "good" rating in all aspects of its presentation. This, however, does not agree with the responses indicated in Table 25. As indicated in the text under Expectations Relating to State Plan, page 83, a third or more of the participants felt the topics of teacher training identification were not well covered during the Institute. They also thought that "ideas for teacher training" and "good criteria for selecting teachers for the gifted" should receive highest priority in the Institute training. This disagreement could be a function of sampling bias. Since attendance was not taken, many people attending may not have handed in an evaluation card. Perhaps a better explanation is that those people who complained of inadequate coverage never attended the session. Nevertheless, there is no way for ORI to clearly determine if people tended not to fill out session evaluation cards for sessions they did not like. If, however, this were the case, the result would be inflated rating for sessions. Evidence gathered from interviews and observations indicates that, in general, people were very pleased with the content of most sessions. In addition, many people missed specific sessions and thus did not fill out a card. Last, but still important, people began to run out of session evaluation cards towards the end of the Institute. The reason for this was that added sessions increased the total far beyond the original plan under which the session cards were prepared. More effort should be made by the LTI staff to adequately cover this topic next year.[2/]

Change Process in Institutions. The session "Change Process in Institutions" was evaluated by 29 participants, barely representative of the LTI population. However, the group that did respond had positive feelings about the quality of the presentation, where the majority of the group rated it as "very good" or "good." The comments also indicated that the suggestions made were very practical, inspirational and an overall excellent discussion. Again, there is a strong possibility of sampling bias here because no follow-up was possible.

Building of an Advocacy Base. There was a training session given to the participants entitled "Building an Advocacy Base for the G/T in the State" (see Appendix D). Only 23 people responded to this session which is not enough information to provide a good basis for an evaluation. The respondents, however, did rate the session quite positively in all aspects of its presentation.

[2/] It should be noted that an instructor was scheduled to make two presentations on teacher training but had to leave the Summer LTI for an emergency.

RECOMMENDATIONS

Plannining and Operational Phase

There are definite areas in the planning of the LTI that need to be improved. Recommendations are:

- Arrangement should be made with the associate directors to set aside definite hours strictly devoted to the LTI
- The state and regional people should be notified in advance of the purpose and content of the area regional meetings
- Forms used in the planning stages should be improved, i.e., State Application Form, PMRS
- The outside evaluator should have an active part in the planning stages of the LTI.[3/]

Several recommendations would also improve the administrative effectiveness of the LTI.

- Reduce the size of the administrative bureaucracy.
- Increase the size of the paid LTI staff by adding an administrative assistant or full-time Assistant Director. This person need not be expensive, but should have demonstrated organizational skills, energy, and some political sophistication.

Implementation Phase

From the data received during the 2-week institute, several recommendations are at hand. Each is described.

Environment. The LTI Director and staff should be concerned about the environment of the meeting rooms: lighting, temperature, seating, etc., prior to agreeing to a location of the Institute. Dissatisfaction was very apparent about the environment of the session rooms from the participants during this Institute and caused most of the negative feelings throughout the Institute. This should not be confused with the location in Squaw Valley, which was well received.

3/ ORI did not receive the contract until May 17, 1973, at which time all planning activities were over. The staff had to rely on data files, memos and other information to understand the organizational plan designed for the N/S-LTI-G/T.

Make-Up of LTI Participants. Most of the participants present at the first Summer Institute were primarily educators working for the state. There was an inadequate representation of college or university people, parents and people from the private sector. Also, even though the presence of legislators was optional (as a part-time participant) only one legislator was present from all of the state teams. It may be advisable for the LTI Director and staff to strongly recommend that at least one legislator per group plan on LTI participation. This might help ensure greater participation by people who could be influential in the gifted cause.

Scheduling of Sessions. Numerous sessions during the two weeks were scheduled at unusual times during the Institute. Participants reflected a negative feeling towards some of the more important sessions. For example, the opening session led by Dr. Carl Rogers was held the evening the participants arrived. Many people were affected by the time change and could not thoroughly appreciate this presentation. Also, the session presenting the state plan matrix was given later in the evening with rap sessions following the major discussion. Sessions of such value and interest should be more carefully timed.

Flexibility of Sessions. The scheduling of the consultants to the sessions did not allow flexibility of the staff. Many sessions that the evaluation team observed could have used more time than allowed. Either a new session was to start where the original session was going on, or the consultant had to leave to conduct another session, or both. If possible, a consultant should not be scheduled for 2 sessions in a row, and another meeting should not be scheduled in a place where one had just previously taken place. This should promote a smoother transition from session to session and provide for flexible session lengths.

Question and Answer Time. Consultants should be made aware that question and answer periods should be part of their agenda. Many sessions did not incorporate this into the time period. It would provide for effective feedback and interaction between the lecturer and the participants if this procedure were utilized.

Content of Sessions. It is clear that the LTI Director should make certain that consultants are experienced and well-prepared for sessions they are assigned to conduct. Unfortunately, the data indicate that a speaker in one of the more important sessions was not adequately prepared. After presentation of the planning matrix, reaction was somewhat critical. Also, care should be taken to see that specific topics, such as teacher training and identification, are adequately covered during the training sessions.

A final word on the content of the sessions is that practical application was the apparent key to a well-received program. Most satisfaction appears to have been associated with practical information that could be used immediately to start planning activities at the state level.

Grouping of State Teams. It might be of value to group state teams by level of sophistication in programs for the gifted, especially when writing the state plan.

Use of Gifted Youth at the LTI. The LTI participants were a little unsure of the role the gifted students were to play during the LTI. The data indicate that the students themselves did not know what their role was to be (from the participants' responses and interviews with students). It might be advisable to experiment with using gifted students as members of state teams. Unfortunately, the children used this year felt more on display than helpful—as part of the team, this feeling might disappear.

CLOSING COMMENTS

The LTI was apparently a meaningful experience for most participants. Exchange of ideas and interaction of people begun at the Institute may well serve to foster national/state action in the areas of gifted and talented education. In addition, the outcomes and recommendations generated from this evaluation report will probably aid in the planning and implementing of an even more effective Second LTI.

FOLLOW-UP

The second phase of the proposed evaluation follow-up should be scheduled for late 1973 or very early 1974. It is apparent that many teams already are very active in pursuing the goals they set at Squaw Valley, and a timely follow-up schedule should be undertaken. The transfer of the LTI contract to Ventura County, California, will require a new contractual arrangement for the evaluation follow-up. ORI currently expects to begin preparing for the follow-up in November 1973. The project will entail a questionnaire survey of participants to determine what goal-oriented behavior the LTI has directly or indirectly fostered. This information will be used to estimate the potential impact of present activity on gifted and talented child education.

APPENDIX A
EXAMPLES OF FORMS

APPLICATION FORM

NATIONAL SUMMER LEADERSHIP TRAINING INSTITUTE ON THE EDUCATION OF THE GIFTED AND THE TALENTED

July 8-20, 1973
Squaw Valley Convention Center

Sponsored by
National/State Leadership Training Institute
on the Gifted and the Talented
Los Angeles, California

1. Official Name of Applicant State Educational Agency

_____

Mailing Address _____
(Number) (Street)

_____
(City) (State) (Zip Code)

Phone Number _____
(Area Code) (Phone Number)

2. Total Number of School Districts in the State _____

Total Number of Public School Pupils, K-12, in the State _____

Total Number of Private School Pupils, K-12, in the State (if known) _____

3. Team Members Selected To Attend the National Summer LTI (Please attach brief description of the backgrounds of individual team members - i.e., professional positions held in the past.)

Name (Please indicate Mr. or Ms.)	Mailing Address	Phone Number (including area code)	Present Position	Round-Trip Coach Air Transp. Fare from Nearest Major Airport to Reno, Nevada

4. Briefly outline the purposes for your State's participation in the National Summer LTI. (NOTE: You may wish to combine your answers to questions #4, #5, and #6 on a separate sheet. If you elect to do such, please so state.)

5. Briefly describe the current status of the education of the gifted and the talented within your State.

6. Briefly state the specific needs related to gifted and talented within your State.

7. Attach half-page descriptions of a gifted child each team member has known. (There should be one description from each team member.)

AGENCY-LTI ASSISTANCE FOCI SHEET

FOCUS 1: In what ways can the N/S-LTI/G/T assist you and your agency?

FOCUS 2: In what ways can you and/or your agency assist the N/S-LTI/G/T?

national summer leadership training institute on the education of the gifted & the talented

PRE-INSTITUTE REACTION SHEET

Code ID _____

1. Are you a full-time participant or a part-time participant in this institute? *(Check one)*

   ☐ Full-time participant ☐ Part-time participant

2. What previous experience have you had in relation to the education of gifted and talented children and youth?

   _____

   _____

   _____

   _____

3. What is your present involvement in activities concerning gifted and talented children and youth?

   _____

   _____

   _____

   _____

4. What is your primary reason(s) for attending the N/S-LTI-G/T?

   _____

   _____

   _____

   _____

5. Do you have a clear understanding of the objectives of the N/S-LTI-G/T aims to present during this 2-week institute?

   ☐ Yes ☐ No

   Comments:

   _____

   _____

   _____

   _____

6. What are your major expectations from this institute?

_____

_____

_____

_____

7. What do you feel is the most important factor the N/S-LTI-G/T could relay to the participating state teams?

_____

_____

_____

_____

8. How did you become aware of the N/S-LTI-G/T?

_____

_____

By whom? _____

_____

9. The N/S-LTI-G/T has sent information to the state agency. Do you believe you received enough information about the institute by this method?

☐ Yes ☐ No

If not, what recommendations can you make?

_____

_____

_____

10. Have you been kept sufficiently informed about the organization and preparation of the institute prior to attending this first session?

☐ Yes ☐ No

Explain: _____

_____

_____

_____

national summer leadership training institute on the education of the gifted & the talented

POST-INSTITUTE REACTION SHEET

Code ID _____

INSTRUCTIONS:

In the following set of questions you are being asked ten aspects of the N/S-LTI-G/T. Two rating scales are provided: a quality scale and an importance scale. On the quality scale please check the box that appropriately reflects your feelings about the quality of each aspect of the LTI. On the importance scale please estimate the relative importance of each aspect in contributing to LTI success. For example, if you were rating the quality of the bed springs in your room, you might feel they were very good, but of minimum importance to the success of the LTI, therefore:

1.1. Indicate your general feelings about the following aspects of the Summer LTI:

		Quality					Importance				
		-2	-1	0	+1	+2	1	2	3	4	5
(a)	Quality of instructors	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(b)	Quality of room environment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(c)	Effectiveness of location in Squaw Valley	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(d)	Quality of your accommodations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(e)	Effectiveness of Institute management	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(f)	Use of gifted youth at the Institute	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(g)	Length of Summer Institute	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(h)	Effectiveness of published materials	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(i)	Appropriateness of overall program	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(j)	Extra curricular activities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

1.2. What other factors of the LTI were important to you? *(List in order of importance)*

_____

_____

_____

_____

2. Do you feel that your insight into the needs and aims of the gifted and talented has been improved?

☐ Yes *(go to "A")* ☐ No *(go to "B")*

A. How much has your insight been improved?

_____

_____

_____

_____

B. Please comment on what could have been done to improve your insight.

_____

_____

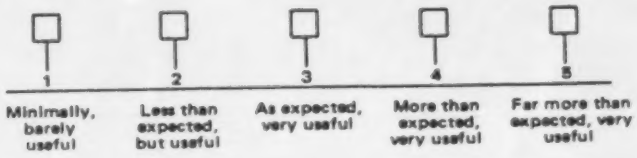
_____

_____

3. Do you feel that the Summer LTI has helped you gain insight into the politics of decision-making in education, as it relates to the gifted and talented?

☐ Yes *(go to "A")* ☐ No *(go to "B")*

A. How much has your insight improved? *(Check one)*



B. Please comment on what could have been done to improve your insight.

_____

_____

_____

_____

4. Please check one answer concerning the participation of high school students in the LTI.

- ☐ I feel that the high school students' input contributed significantly to the overall effectiveness of the LTI.
- ☐ I feel that the high school students were a nice touch, but they did not contribute much input to the LTI.
- ☐ I feel that the use of high school students was a mistake for the following reasons:

_____

_____

_____

5. What unexpected, but useful information or ability, did you obtain from your LTI experience?

_____

_____

_____

_____

6. Did you find the ideas expressed at the LTI to be consistent with your own values?

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

7. Are you comfortable with your state position paper?

☐ Yes ☐ No

8. Did you feel that the state plan you evolved is a workable one?

☐ Yes ☐ No

9. Do you feel that this LTI has helped to motivate you towards developing opportunities for the gifted?

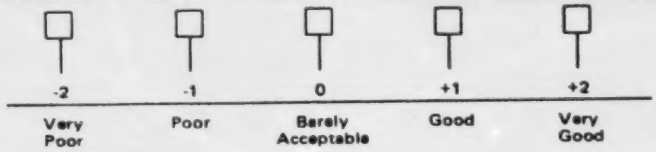
☐ Yes ☐ No, I was already motivated ☐ No, I've lost interest

10. How good was the organization and execution of the Summer LTI? *(Check one)*

- ☐ Done with great style and precision
- ☐ Creative in concept but poorly organized
- ☐ Well organized, but dull
- ☐ Poorly organized and dull
- ☐ A waste of my good time
- ☐ Other *(please specify)*

_____

11. **How useful do you anticipate the materials presented at the institute will help you set up or improve programs for gifted and talented in your state?**



12. **In what ways, if any, did the LTI experience change your philosophical position concerning the gifted?**

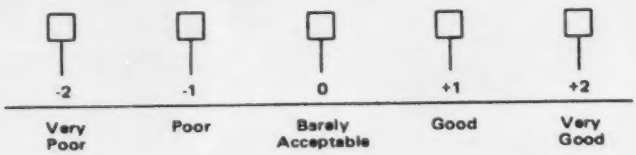
_____

_____

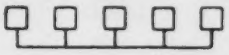
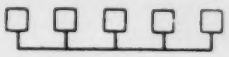
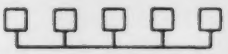
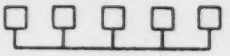
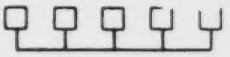
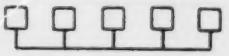
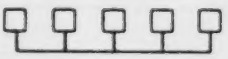
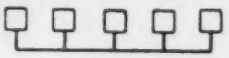
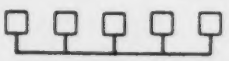
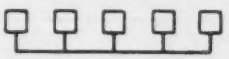
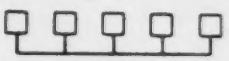
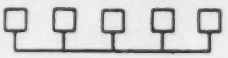
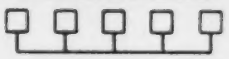
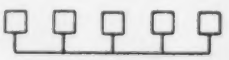
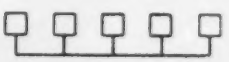
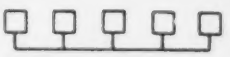
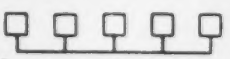
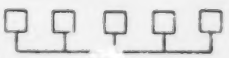
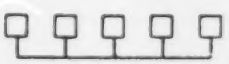
_____

_____

13. **How effective was the LTI in terms of your original expectations?**



11. The following list of expectations was generated by you and other persons attending the institute through the Pre–Institute Reaction Sheet. Please indicate your satisfaction (right hand column) for each of the items below.

	Quality	Importance
	−2 −1 0 +1 +2	1 2 3 4 5
A. *Expectations relating to state plan:*		
1. *Increased insight needed to develop a comprehensive state plan.*		
2. *A specific definition for "Gifted and talented".*		
3. *Increased knowledge of identification procedures.*		
4. *Increased knowledge of program planning alternatives (i.e. techniques and approaches etc.)*		
5. *Insight into how to improve legislation for the gifted.*		
6. *Ideas for teacher training.*		
7. *Knowledge of how to conduct a state assessment of present conditions in education for G/T youth.*		
8. *Good criteria for selecting teachers for the gifted.*		
B. *Expectations relating to resources:*		
1. *Increased knowledge of what is happening in education of the gifted and talented.*		
2. *Interaction with leaders in research and programming for the gifted.*		
3. *To develop a closer working relationship with other states in my region.*		
4. *Increased awareness of information sources on the gifted.*		
5. *Exchange of ideas with other states.*		
C. *Expectations relating to public relations:*		
1. *Insight into the problem of planning for improved public relations.*		

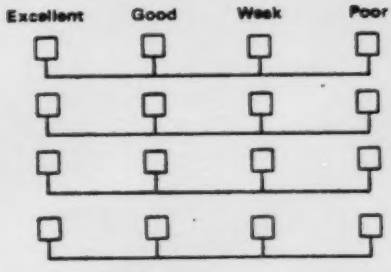
15. Please comment on difficulties and experiences encountered during the preparation of your state plan:

national summer leadership training institute on the education of the gifted & the talented

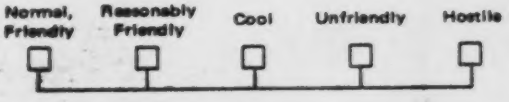
SESSION EVALUATION CARD

Session # _____

Please check the appropriate boxes and comment if you desire to.



1. Presentation
2. Environment (noise, lighting, etc.)
3. Quality of Materials
4. Your Overall Satisfaction with the Session



5. Social Atmosphere

Comments:

_____

_____

APPENDIX B

LTI INTERVIEW GUIDELINES

Date: _____

Name: _____

Title: _____

1. What was your role in the planning of the LTI?

2. What is your impression of the way the LTI is being run?

3. How do you feel about the LTI coming to Ventura County?

4. Can you foresee any problems that could be circumvented for next year?

5. Please comment on planning improvements for next year's LTI.

APPENDIX C
TABULATION OF FOCI SHEET

SUMMARY OF REACTIONS
AGENCY-LTI ASSISTANCE FOCI SHEET

FOCUS 1: In what ways can the N/S-LTI-G/T assist you and your agency?	SEATTLE	CHAMPAIGN	KANSAS CITY	SAN DIEGO	NEW HAVEN	ATLANTA	BY MAIL*	TOTALS
A. Communications Network								(160)
1. Dissemination								(70)
- Current practices	//	///			////	////	//	15
- Resource pool	//	/			////	/////		13
- Evaluation				////	//	//		8
- Organization plans			//		//	//		6
- Program development		//			////			6
- Broadening concept of giftedness			//			//	/	5
- Processes to reach gifted			//			//		4
- N/S-LTI-G/T operation		/					//	3
- Formats for meetings			//					2
- Information on graduate programs			//					2
- Inservice methods			//					2
- Interpretation of consultant's role	//							2
- Meeting & hearing schedules			//					2
2. Clearinghouse of Information								(56)
- General information & materials		//	/////	/////	/////	////	//	26
- Programs		/	//	//		/////		11
- Definition of gifted & talented			//		//			4
- Surveys						////		4
- Techniques		/				//		3
						//		

SUMMARY OF REACTIONS
AGENCY-LTI ASSISTANCE FOCI SHEET

FOCUS 1 (continued)	SEATTLE	CHAMPAIGN	KANSAS CITY	SAN DIEGO	NEW HAVEN	ATLANTA	BY MAIL*	TOTALS
- Bibliography					//			2
- Graduate work				//				2
- Media package for Summer LTI					//			2
3. Coordination								(34)
- ROE/SEA/LEA communication network		/	//		///// ///		///	14
- Regional conferences	//	/				//	/	6
- Efforts of States		//			//			4
- Annual survey					//			2
- Regional newsletter						//		2
- Round-table conferences						//		2
- TV talk shows						//		2
- Communication to ASC level		/						1
- Consultant sharing		/						1
B. Training								(106)
- Teachers (inservice and preservice)	//	/	///// /	////	//	///// ///	//	25
- Identification			////		////	//		10
- Guidelines for teacher certification			//			///// /		8
- Leaders and administrators		/	//			////	/	8
- Parent groups			//			///// /		8
- Consultant service		/		//	//		//	7
- Implementation of program			//		//		///	7
- Inservice for lobbying			//	//		//		6

SUMMARY OF REACTIONS
AGENCY-LTI ASSISTANCE FOCI SHEET

FOCUS 1 (continued)	SEATTLE	CHAMPAIGN	KANSAS CITY	SAN DIEGO	NEW HAVEN	ATLANTA	BY MAIL*	TOTALS
- Scholarships/grants--make available						//	///	5
- Consultants' time/productivity	//		//					4
- Curriculum planning	//					//		4
- Revitalization of existing programs	//						//	4
- Identification/culturally disadvantaged			//					2
- Listing of consultant skills & services	//							2
- Mentor program for creatively talented			//					2
- Workshop at secondary level for identification, program & understanding			//					2
- Innovative methods		/						1
- Utilization of ASCs for interns		/						1
C. Stimulation of Support								(81)
- Publicizing of ideas for support	////	//	//	////	//	////-		20
- Lobbying for legislation	//	/	////			////-	/	14
- Awareness/commitment--administrators			////		//	////	/	11
- Attainment of full-time consultant in each State			////			////	//	10
- Letters of encouragement from USOE			//		////-	//		10
- Definitive uses of Title V			//		//	//		6
- Development of bases for continued State funding	//							2
- Encouragement of mandatory legislation						//		2
- Exploration of funding/career education			//					2
- Federal funding realized		/					/	2
- Uses of Title I			//					2

SUMMARY OF REACTIONS
AGENCY-LTI ASSISTANCE FOCI SHEET

FOCUS 1 (continued)	SEATTLE	CHAMPAIGN	KANSAS CITY	SAN DIEGO	NEW HAVEN	ATLANTA	BY MAIL*	TOTALS
D. Research (finance-conduct-disseminate)		/	////	//	//	////	//	(15)
(CONTINUED ON NEXT PAGE)								

SUMMARY OF REACTIONS
AGENCY-LTI ASSISTANCE FOCI SHEET

FOCUS 2: In what ways can you and/or your agency assist the N/S-LTI-G/T?	SEATTLE	CHAMPAIGN	KANSAS CITY	SAN DIEGO	NEW HAVEN	ATLANTA	BY MAIL*	TOTALS
A. Communication of Ideas								(60)
- Resource list					𝍸 ///		//	10
- Model programs & sites			//	//		////	/	9
- Materials				//	////	//		8
- General support				////			//	6
- Input for surveys	//				//			4
- Broadening concept of giftedness		/		//				3
- Evaluation feedback		///						3
- Model of implementation		/		//				3
- Reimbursement programs		/		//				3
- Cost effectiveness				//				2
- List of teacher competencies			//					2
- Successes and failures		//						2
- Frameworks		/						1
- Learning facilitator training		/						1
- Model of individualized learning		/						1
- Model of summer education training		/						1
- Needs assessment							/	1
B. Training								(49)
- Provision of staff/institutes		𝍸	//	//	////		///	16
- Training on ASC operation		𝍸 𝍸 //						12
- Cosponsorship of meeting			//	//				4

SUMMARY OF REACTIONS
AGENCY-LTI ASSISTANCE FOCI SHEET

FOCUS 2 (continued)	SEATTLE	CHAMPAIGN	KANSAS CITY	SAN DIEGO	NEW HAVEN	ATLANTA	BY MAIL*	TOTALS
- Inservice workshops		/				//	/	4
- Sending of interns to Washington and Los Angeles						//	/	3
- Summer programs			//	/				3
- Hosting of institute				//				2
- Identification of high-potential students who might become educators						//		2
- Implementation of ideas/area meetings						//		2
- Provision of LTI participants							/	1
C. Stimulation of Support								(40)
- Provision of contact/community persons	//		//	////		////		12
- Counseling groups involved				//		////		6
- Stimulation of parent groups				////	//			6
- Political support		//				//		4
- Encouragement of LEAs to use Title III						//		2
- Encouragement of SEAs to support program							//	2
- Liaison with high schools and colleges for flexible entrance requirements				//				2
- Newsletter				//				2
- Searching for funding sources				//				2
- Securing of press releases						//		2
D. Research (finance-conduct-disseminate)	////	//		//		~~////~~ //	//	(17)
* ROEs-SEAs-LEAs-Colleges & Universities								
N/S-LTI-C/T 1/73								

APPENDIX D

TABULATIONS FROM SESSION EVALUATION CARDS

LTI PARTICIPANTS' RESPONSE TO THE OPENING LECTURE OF THE INSTITUTE

"Humanizing Education for the Gifted and Talented"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	42	56%	27	36%	5	7%	1	1%	-	-	75	100%
Environment	8	11%	37	49%	19	25%	11	15%	-	-	75	100%
Quality of materials	14	19%	20	27%	5	7%	1	1%	35	47%	75	100%
Overall satisfaction with session	32	43%	33	44%	7	9%	3	4%	-	-	75	100%

Social atmosphere:	N	%
Normal	47	63%
Reasonable	27	36%
Cool	1	1%
Unfriendly	-	-
Hostile	-	-
TOTAL	75	100%

Category: Large
Speaker: Rogers
Comments:

1. Too late for such an important speaker; people were tired - 19
2. Environment horrible - 15
3. Didn't feel speaker spoke of anything relevant to the gifted and talented - 6
4. Suggestion to tape record sessions and give summaries on each session - 2

LTI PARTICIPANTS' RESPONSES TO THE ORIENTATION SESSION OF THE N/S-LTI-G/T

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	53	70%	20	27%	2	3%	-	-	-	-	75	100%
Environment	19	25%	38	51%	15	20%	2	3%	1	1%	75	100%
Quality of materials	51	68%	18	24%	1	1%	-	-	5	7%	75	100%
Overall satisfaction with session	57	77%	16	21%	1	1%	-	-	1	1%	75	100%

Social atmosphere:	N	%
Normal	50	67%
Reasonable	25	33%
Cool	-	-
Unfriendly	-	-
Hostile	-	-
TOTAL	75	100%

Category: Large
Speaker: Sato
Comments:

1. Very innovative; excellent way to start the LTI off - 29
2. Bad meeting room; poor sound and ventilation - 10
3. A lot of ideas were corny—poetry, ads, etc. - 3
4. Used too much media - 2
5. Too long - 2
6. The staff names should have been on a visual, people couldn't remember their names - 2

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Education of the Gifted and the Talented: State of the Art"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	65	86%	11	14%	-	-	-	-	-	-	76	100%
Environment	8	11%	43	57%	16	21%	8	11%	1	1%	76	100%
Quality of materials	30	39%	15	20%	3	4%	-	-	28	37%	76	100%
Overall satisfaction with session	51	67%	24	32%	1	1%	-	-	-	-	76	100%

Social atmosphere:	N	%
Normal	56	74%
Reasonable	19	25%
Cool	1	1%
Unfriendly	-	-
Hostile	-	-
TOTAL	76	100%

Category: Large
Speaker: Gallagher
Comments:

1. Most meaningful, realistic and challenging presentation - 28
2. Chairs and room were uncomfortable - 10
3. Too long - 5
4. Not as dynamic as expected - 3
5. Would like question and answer time - 3
6. Could have been presented in a more meaningful way, use handouts, aids, etc. - 2
7. Would like desks to write on - 1
8. Would like a better room for large presentations - 1
9. Would like to see a summary of all presentations, taken from tape recordings - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Input: Statement of Our Needs as We See Them"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	33	37%	48	54%	4	4%	-	-	4	4%	89	100%
Environment	20	22%	46	52%	16	18%	5	6%	2	2%	89	100%
Quality of materials	19	21%	32	36%	8	9%	-	-	30	34%	89	100%
Overall satisfaction with session	21	24%	48	54%	19	21%	-	-	1	1%	89	100%

Social Atmosphere:	N	%
Normal	48	54%
Reasonable	37	42%
Cool	2	2%
Unfriendly	-	-
Hostile	-	-
No response	2	2%
TOTAL	89	100%

Category: Small-Medium

Speaker: Delp, Gold, Jackson, McGuire, Sato, Vassar

Comments:

1. Interaction good among group - 11
2. Some structure needed to guide discussion - 7
3. More small sessions are necessary - 5
4. Group had differing needs - 3
5. Too short of a session - 3
6. Stimulating - 2
7. Group had no real input to discussion - 2
8. Should review state plans prior to session - 1
9. Knowledge of participants' backgrounds would help - 1
10. Handouts useful - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Alternatives in Identification"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	21	38%	26	46%	8	14%	1	2%	-	-	56	100%
Environment	9	16%	24	43%	19	34%	3	5%	1	2%	56	100%
Quality of materials	35	63%	13	23%	2	4%	-	-	6	11%	56	100%
Overall satisfaction with session	17	30%	33	59%	4	7%	1	2%	1	2%	56	100%

Social atmosphere:	N	%
Normal	31	55%
Reasonable	23	41%
Cool	2	4%
Unfriendly	-	-
Hostile	-	-
TOTAL	56	100%

Category: Medium
Speaker: Martinson
Comments:

1. Working draft on identification was outstanding - 10
2. Presentation would have been better if it weren't read - 5
3. Very well organized - 4
4. Would like to see a question and answer period allowed - 3
5. Would have been better prepared for both the presentation and for filling out the form if we had the paper beforehand - 3
6. People tired from day - 2
7. Needed more interaction - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Effecting Change"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	33	50%	29	44%	2	3%	1	2%	1	2%	66	100%
Environment	27	41%	30	45%	5	8%	2	3%	2	3%	66	100%
Quality of materials	37	56%	14	21%	4	6%	-	-	11	17%	66	100%
Overall satisfaction with session	34	52%	25	38%	6	9%	-	-	1	2%	66	100%

Social Atmosphere:	N	%
Normal	49	74%
Reasonable	14	21%
Cool	1	2%
Unfriendly	-	-
Hostile	-	-
No response	2	3%
TOTAL	66	100%

Category: Small-Medium
Speaker: Gold, McGuire, Jackson
Comments:

1. Very thought provoking - 13
2. Good interaction - 7
3. More practical ideas needed in discussing ways to effect change - 3
4. A wasted session - 3
5. Need examples of concrete and specific techniques for PR - 2
6. Not enough materials to go around - 1
7. Experience well drawn up - 1
8. Needed more ideas of speaker's experience in situations involving the change process - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Administering G/T Programs"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	76	84%	11	12%	3	3%	-	-	1	1%	91	100%
Environment	44	48%	35	38%	5	5%	6	6%	1	1%	91	100%
Quality of materials	69	76%	13	14%	3	3%	-	-	6	6%	91	100%
Overall satisfaction with session	72	79%	14	15%	4	4%	1	1%	-	-	91	100%

Social Atmosphere:	N	%
Normal	72	79%
Reasonable	17	19%
Cool	-	-
Unfriendly	-	-
Hostile	-	-
No response	2	2%
TOTAL	91	100%

Category: Small-medium
Speaker: Vassar, Sato, Gallagher
Comments:

1. Very well thought out - 23
2. Good interaction among group - 6
3. Media outstanding - 3
4. Practical materials presented to help write state plan - 2
5. Needed better visuals
6. Subject not well covered - 2
7. More time needed - 2

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Developing Curricula for G/T Programs"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	56	75%	10	14%	8	11%	-	-	-	-	74	100%
Environment	13	18%	41	55%	15	20%	5	7%	-	-	74	100%
Quality of materials	47	63%	14	19%	2	3%	-	-	11	15%	74	100%
Overall satisfaction with session	46	62%	21	28%	5	7%	2	3%	-	-	74	100%

Social Atmosphere:	N	%
Normal	50	68%
Reasonable	15	21%
Cool	1	1%
Unfriendly	1	1%
Hostile	-	-
No response	7	9%
TOTAL	74	100%

Category: Small-Medium
Speaker: Delp, Martinson, Kaplan
Comments:

1. Well-planned presentation - 9
2. Very practical suggestions for classroom - 7
3. Could not hear speaker - 7
4. An hour was too short - 3
5. Stimulating - 3
6. Session dominated by one individual - 3
7. More handouts would have been useful - 2
8. No group interaction
9. Presentation too elementary
10. Would like to have presentation in writing - 1
11. Trying to cover too much in short time - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Introducing the State Plan Matrix"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	4	7%	25	44%	25	44%	3	5%	-	-	57	100%
Environment	2	4%	29	51%	11	19%	13	23%	2	4%	57	100%
Quality of materials	18	32%	28	49%	5	9%	1	2%	5	9%	57	100%
Overall satisfaction with session	5	9%	27	47%	21	37%	2	4%	2	4%	57	100%

Social Atmosphere:	N	%
Normal	27	47%
Reasonable	19	33%
Cool	2	4%
Unfriendly	-	-
Hostile	-	-
No response	9	16%
TOTAL	57	100%

Category: Medium
Speaker: Birnbaum, Early
Comments:

1. Felt speaker was not prepared - 5
2. Session not helpful at all - 4
3. Felt speaker was inexperienced and did not make presentation well - 3
4. Reading presentation is bad - 3
5. Well planned presentation - 3
6. Too many questions interrupted speaker's train of thought - 2
7. Should have handed out materials earlier; questions could have been handled prior to session - 2
8. Speaker aware of content, but prepared materials hurriedly - 2
9. Environment bad for taking notes - 2
10. Not enough emphasis on how to set up programs - 2

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Legislation for the Gifted"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	57	80%	14	20%	-	-	-	-	-	-	71	100%
Environment	22	32%	35	49%	11	15%	2	3%	1	1%	71	100%
Quality of materials	38	54%	15	21%	5	7%	-	-	13	18%	71	100%
Overall satisfaction with session	54	76%	15	21%	2	3%	-	-	-	-	71	100%

Social Atmosphere:	N	%
Normal	45	63%
Reasonable	19	27%
Cool	-	-
Unfriendly	-	-
Hostile	-	-
No response	7	10%
TOTAL	71	100%

Category: Large
Speaker: Weintraub
Comments:

1. Offered some practical political strategies - 16
2. Analysis was very good - 10
3. Useful for personal SEA and LEA application - 4
4. Best lecture to date - 3
5. Too long - 2
6. Should have had some handouts - 2

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Rap Session on Federal Legislation"

Quality	Response Categories					
	Excellent	Good	Weak	Poor	No Response	Total
	N	N	N	N	N	N
Presentation	4	2	-	-	-	6
Environment	2	3	1	-	-	6
Quality of materials	4	-	-	-	2	6
Overall satisfaction with session	4	2	-	-	-	6

Social atmosphere:	N
Normal	5
Reasonable	1
Cool	-
Unfriendly	-
Hostile	-
TOTAL	6

Category: Small-Medium
Speaker: Weintraub
Comments:

None

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Training Professionals to Work with the Gifted"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	22	67%	9	27%	2	6%	-	-	-	-	33	100%
Environment	13	39%	17	52%	1	3%	1	3%	1	3%	33	100%
Quality of materials	16	48%	7	21%	1	3%	-	-	9	27%	33	100%
Overall satisfaction with session	24	73%	5	15%	3	9%	1	3%	-	-	33	100%

Social Atmosphere:	N	%
Normal	24	73%
Reasonable	7	21%
Cool	-	-
Unfriendly	-	-
Hostile	-	-
No response	2	6%
TOTAL	33	100%

Category: Small-Medium

Speaker: Delp, Gold, Gallagher

Comments:

1. Well-prepared presentation - 10
2. Excellent answers to questions on staff selection - 4
3. Discussion opened to group; good interaction - 2
4. Need more on subject - 1

LTI PARTICIPANTS' RESPONSES TO THE SECOND DAY SESSION OF

"Developing Curricula for G/T Programs"

Quality	Response Categories					
	Excellent	Good	Weak	Poor	No Response	Total
	N	N	N	N	N	N
Presentation	13	2	1	-	-	16
Environment	6	8	2	-	-	16
Quality of materials	12	1	2	-	1	16
Overall satisfaction with session	12	1	2	1	-	16

Social Atmosphere:	N
Normal	11
Reasonable	3
Cool	1
Unfriendly	-
Hostile	-
No response	1
TOTAL	16

Category: Small-Medium
Speaker: Kaplan
Comments:

1. Great presentation - 5
2. Concrete items given that would cost no additional funds to implement - 5
3. Needed to know more about program - 1
4. Needed more time in presentation - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Teaching Values to the G/T"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	27	71%	11	29%	-	-	-	-	-	-	38	100%
Environment	8	21%	18	47%	5	13%	4	11%	3	8%	38	100%
Quality of materials	16	42%	9	24%	1	3%	-	-	12	32%	38	100%
Overall satisfaction with session	22	58%	16	42%	-	-	-	-	-	-	38	100%

Social Atmosphere:	N	%
Normal	28	74%
Reasonable	7	18%
Cool	-	-
Unfriendly	-	-
Hostile	-	-
No response	3	8%
TOTAL	38	100%

Category: Small-Medium
Speaker: Gallagher
Comments:

1. Excellent presentation of values clarification - 4
2. Session too large; limit should be placed on attendance - 3
3. Thought provoking - 3
4. Question and answer time was great - 2
5. More emphasis needed on the place values occupy in gifted education - 1
6. Already have explored what was discussed - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Federal/State Relations in Initiating and Maintaining G/T Programs"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	13	42%	14	45%	1	3%	2	6%	1	3%	31	100%
Environment	12	39%	14	45%	3	10%	2	6%	-	-	31	100%
Quality of materials	11	35%	9	29%	4	13%	-	-	7	23%	31	100%
Overall satisfaction with session	15	48%	12	39%	3	10%	1	3%	-	-	31	100%

Social Atmosphere:	N	%
Normal	21	68%
Reasonable	6	19%
Cool	3	10%
Unfriendly	-	-
Hostile	-	-
No response	1	3%
TOTAL	31	100%

Category: Small-Medium
Speaker: Williams, Vassar, Jackson, Radford
Comments:
1. Very helpful to states working on legislation - 9
2. Substance of presentation weak and of little value - 2

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Rap Sessions on Funding G/T Programs"

Quality	Response Categories					
	Excellent	Good	Weak	Poor	No Response	Total
	N	N	N	N	N	N
Presentation	4	1	-	-	-	5
Environment	3	2	-	-	-	5
Quality of materials	1	1	-	-	3	5
Overall satisfaction with session	2	3	-	-	-	5

Social atmosphere:	N
Normal	5
Reasonable	-
Cool	-
Unfriendly	-
Hostile	-
TOTAL	5

Category: Small-Medium
Speaker: Williams and ROE Staff
Comments:

1. Insight that one must read up on funding possibilities - 2
2. Good input on role of OE in assisting SEA personnel - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Using the ERIC Bibliography on G/T"

Quality	Response Categories					
	Excellent	Good	Weak	Poor	No Response	Total
	N	N	N	N	N	N
Presentation	5	3	-	-	-	8
Environment	3	2	2	1	-	8
Quality of materials	7	1	-	-	-	8
Overall satisfaction with session	6	2	-	-	-	8

Social atmosphere:	N
Normal	7
Reasonable	1
Cool	-
Unfriendly	-
Hostile	-
TOTAL	8

Category: Large
Speaker: Neuman
Comments:

1. Very beneficial - 4
2. Needed more time in presentation - 2

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"The Role of the Federal Government in Encouraging Programs for the G/T"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	19	56%	14	41%	1	3%	-	-	-	-	34	100%
Environment	1	3%	11	32%	13	38%	8	24%	1	3%	34	100%
Quality of materials	10	29%	11	32%	1	3%	-	-	12	35%	34	100%
Overall satisfaction with session	15	44%	19	56%	-	-	-	-	-	-	34	100%

Social Atmosphere:	N	%
Normal	16	47%
Reasonable	13	38%
Cool	1	3%
Unfriendly	-	-
Hostile	-	-
No response	4	12%
TOTAL	34	100%

Category: Large
Speaker: Lyon
Comments:

1. Tremendous resource person - 8
2. Too much information at wrong time of day - 6
3. Uncomfortable room, hot - 6
4. Encouraging to hear USOE plans - 6

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Reacting to State Plans by Gifted Students"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	28	72%	7	18%	3	8%	-	-	1	3%	39	100%
Environment	9	23%	15	38%	11	28%	4	10%	-	-	39	100%
Quality of materials	14	36%	6	15%	-	-	1	3%	17	44%	39	100%
Overall satisfaction with session	23	59%	11	28%	3	8%	2	5%	-	-	39	100%

Social Atmosphere:	N	%
Normal	30	77%
Reasonable	7	17%
Cool	1	3%
Unfriendly	-	-
Hostile	-	-
No response	1	3%
TOTAL	39	100%

Category: Small-Medium
Speaker: Delp, Gold, Jackson, McGuire, Sato, Vassar
Comments:

1. Good student presentations - 10
2. Comments from students showed that gifted students have similar concerns - 6
3. Poor use of resources by professionals seen - 2
4. Students were put in awkward situation - 2
5. Rap sessions with kids are essential - 2
6. Smaller groups would have been better - 1
7. Points out need for more student output at all levels - 1
8. Value of student input at this time is limited - 1
9. Student's role was unclear - 1
10. Would have liked interaction with larger number of students - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"The G/T Child from a Disadvantaged Environment"

Quality	Response Categories					
	Excellent	Good	Weak	Poor	No Response	Total
	N	N	N	N	N	N
Presentation	7	8	-	-	-	15
Environment	5	5	1	2	2	15
Quality of materials	6	5	-	1	3	15
Overall satisfaction with session	7	7	1	-	-	15

Social atmosphere:	N
Normal	12
Reasonable	2
Cool	1
Unfriendly	-
Hostile	-
TOTAL	15

Category: Small-medium
Speaker: Gold, Stallings
Comments:

1. Helpful and interesting - 7
2. Students should have had more time to contribute - 1
3. Practical application for LEA needs - 1
4. Consultant not that knowledgable on subject matter - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Evaluating G/T Programs at the District Level"

Quality	Response Categories					
	Excellent	Good	Weak	Poor	No Response	Total
	N	N	N	N	N	N
Presentation	7	4	1	-	-	12
Environment	1	5	6	-	-	12
Quality of materials	6	2	1	-	-	12
Overall satisfaction with session	3	9	-	-	-	12

Social atmosphere:	N
Normal	7
Reasonable	5
Cool	-
Unfriendly	-
Hostile	-
TOTAL	12

Category: Small-medium
Speaker: Delp
Comments:

1. Gave practical information for local districts - 2
2. Information helpful in developing an evaluation system - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Evaluating G/T Programs at the State Level"

Quality	Response Categories					
	Excellent	Good	Weak	Poor	No Response	Total
	N	N	N	N	N	N
Presentation	7	8	-	-	-	15
Environment	5	5	1	2	-	15
Quality of materials	6	5	-	1	3	15
Overall satisfaction with session	7	7	1	-	-	15

Social Atmosphere:	N
Normal	10
Reasonable	4
Cool	-
Unfriendly	-
Hostile	-
No response	1
TOTAL	15

Category: Small-Medium
Speaker: Renzulli
Comments:

1. Subject made too complex when not necessary - 4
2. Excellent ideas but too many at once - 3
3. Geared to needs - 2
4. Ran out of materials - 2
5. Students could not relate to presentation - 1
6. Dry material - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Change Process in Institutions"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	11	38%	11	38%	5	17%	2	7%	-	-	29	100%
Environment	6	21%	17	58%	4	14%	2	7%	-	-	29	100%
Quality of materials	8	28%	6	21%	3	10%	2	7%	10	34%	29	100%
Overall satisfaction with session	11	38%	10	34%	7	24%	1	3%	-	-	29	100%

Social Atmosphere:	N	%
Normal	15	52%
Reasonable	12	42%
Cool	1	3%
Unfriendly	-	-
Hostile	-	-
No response	1	3%
TOTAL	29	100%

Category: Large
Speaker: Elsberry
Comments:

1. Excellent discussion - 7
2. Dull presentation, talked down to audience - 7
3. Practical suggestions for change - 5
4. Thought provoking; inspirational - 5
5. Information provided not useful - 2

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Sharing State Plans"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	14	56%	10	40%	-	-	-	-	1	4%	25	100%
Environment	7	28%	11	44%	6	24%	-	-	1	4%	25	100%
Quality of materials	8	32%	9	36%	-	-	-	-	8	32%	25	100%
Overall satisfaction with session	14	56%	11	44%	-	-	-	-	-	-	25	100%

Social Atmosphere:	N	%
Normal	18	72%
Reasonable	4	16%
Cool	-	-
Unfriendly	-	-
Hostile	-	-
No response	3	12%
TOTAL	25	100%

Category: Small-Medium
Speaker: Delp, Lyon, Renzulli, Stallings, McGuire, Vassar, Gold, Jackson
Comments:

1. Helpful comments - 8
2. Each state should have been allowed to talk about state plan, not just one individual - 2
3. Open discussion, great deal was accomplished - 2
4. Needed more time - 2
5. Interesting to hear and see what other states have come up with - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Parent Groups and G/T Child Education"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	14	58%	9	38%	-	-	-	-	1	4%	24	100%
Environment	1	4%	15	63%	4	17%	1	4%	-	-	24	100%
Quality of materials	15	63%	7	29%	-	-	-	-	2	8%	24	100%
Overall satisfaction with session	15	63%	8	33%	-	-	1	4%	-	-	24	100%

Social Atmosphere:	N	%
Normal	17	71%
Reasonable	3	12%
Cool	-	-
Unfriendly	-	-
Hostile	-	-
No response	4	17%
TOTAL	24	100%

Category: Medium
Speaker: King
Comments:

1. Dynamic, practical - 4
2. Appreciated handouts - 2
3. Question period should have been longer - 2
4. Not enough information on what parents can do - 1
5. More comprehensive coverage of parent groups in other states would be more desirable - 1

LTI PARTICIPANTS' RESPONSES TO THE SESSION

"Building an Advocacy Base for the G/T in the State"

Quality	Response Categories											
	Excellent		Good		Weak		Poor		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Presentation	15	65%	6	26%	2	9%	-	-	-	-	23	100%
Environment	5	22%	13	57%	5	22%	-	-	-	-	23	100%
Quality of materials	7	30%	4	17%	-	-	-	-	12	53%	23	100%
Overall satisfaction with session	15	65%	6	26%	2	9%	-	-	-	-	23	100%

Social Atmosphere:	N	%
Normal	15	65%
Reasonable	5	22%
Cool	-	-
Unfriendly	-	-
Hostile	-	-
No response	3	13%
TOTAL	23	100%

Category: Medium
Speaker: Jackson, McGuire
Comments:

1. Informative - 9
2. No interaction - 2

APPENDIX E

WEIGHTED SATISFACTION SCALE INTERPRETATION

The complex motivation scaling technique used in the Post-Institute Reaction Sheet serves several functions. It provides:

- An index of satisfaction with various aspects of the Institute
- A measure of the relative incentive values of the various aspects of the Institute
- A weighted estimate of the overall satisfaction with the Institute.

From the scale below, (derived from Figure 3, Section II, page 20,) values can easily be interpreted.

Strongly Dissatisfied	Satisfied	Neutral	Satisfied	Very Satisfied
-10	-5	0	+5	+10

The larger the rating in either the positive or negative direction, the greater part the factor played in the participant's overall opinion of the Institute. Thus, a +10 indicates a very important factor on which complete satisfaction was felt. This indicates a high order of Institute success in achieving the goal associated with the factor being measured. A +5 indicates somewhat less success in that the factor was either less important or less well covered than the person required.

Values near zero have two possible causes. If the s is small, then the factor should probably not have been included in the Institute because the participant viewed it as irrelevant. However, if the s is large, negative values were averaged in with the plusses and the factor was probably not well covered. In such cases the importance of each factor should be checked in planning revisions.

Means should be interpreted as general indicators of success of the Institute, but where the standard deviation is large, there is little agreement among the participants on the issue. In general, negative means are very rare.